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ABSTRACT

An early education program for children of migrant and seasonal farm workers, the program is designed around three problems which uniquely affect these children's education--lack of continuity, lack of professional staff, and irregularity of attendance. Serving primarily Mexican American migrant children, the program consists of two year-round sites located in Washington State and a third site called the "mobile component." The mobile program operates in La Grulla (Texas) during the winter; then the teachers, recruited from the families of the children served, move north when the children do and set up centers wherever the children move, continuing their education at each stop. The Washington sites provide year-round services for interstate, intrastate, and settled-out migrants. This evaluation report discusses the program's mid-year progress during the 1975-76 program year. The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for an interstate delivery system. Overall the objectives are being met or partially met. (NQ)

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TRAINING MIGRANT PARAPROFESSIONALS IN BILINGUAL MINI HEAD START

MAR 1976
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MID-YEAR EVALUATION
1975-76 PROGRAM YEAR

PREPARED BY BEVERLY McCONNELL, EVALUATOR

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EVALUATION OF PROGRESS NO. 8

TABLE OF CONTENTS

Page

LIST OF TABLES iii

LIST OF ILLUSTRATIONS iv

INTRODUCTION 1

PROGRAM DESCRIPTION 4

EVALUATION OF PROGRESS 18

INSTRUCTIONAL COMPONENT 18

STAFF DEVELOPMENT COMPONENT 55

PARENT AND COMMUNITY INVOLVEMENT COMPONENT 61

MATERIALS DEVELOPMENT COMPONENT 68

MANAGEMENT FOR AN INTERSTATE DELIVERY SYSTEM 74

SUMMARY OF ACHIEVEMENT OF PROJECT OBJECTIVES 78

LIST OF TABLES

Table | | Page
1. Spanish Language Scores 25
2. Gains in English by Spanish Dominant Children . . . 26
3. Average Scores of Spanish Dominant Project Children on Reading Subtest of the Wide Range Achievement Test, by Age and Attendance in Program 35
4. Percentage of Spanish Dominant Project Children at or Above Grade Level on the Reading Subtest of the Wide Range Achievement Test by Age and Periods of Attendance 36
5. Handwriting Scores 38
6. Comparison of Math Scores with Control Group 43
7. Comparison of Reading Scores with Control Group . . 44
8. Observations of Teaching Skills (MALTO Form) 53
9. Observations of Dual Language Teaching 54
10. Completion of Training Checklists 55
11. Completion of In-service Training Units 58

LIST OF ILLUSTRATIONS

Figure Page

1. Test of Preschool Concepts 19
2. National Percentile Ranking on Preschool Inventory . 21
3. Spanish Language Scores 23
4. Classification According to Bilingual Capability . . 28
5. Math Scores by Attendance Periods 30
6. Children Scoring Above Grade Level in Math 33
7. Math Scores Compared to National Norms 46
8. Reading Scores Compared to National Norms 48

INTRODUCTION

TRAINING MIGRANT PARAPROFESSIONALS IN BILINGUAL MINI HEAD START is an early education program for the children of migrant and seasonal farm workers. It receives its primary funding from the Office of Education, Division of Bilingual Education, for whom this evaluation is prepared.

The program is operated by Educational Service District 104, located in Ephrata, Washington.

It serves children who are primarily Mexican American who come from families engaged in seasonal farm labor. Two of the sites are year-round sites located in the Columbia Basin area of Washington State. This area combines field work during the growing months, with work in processing of products such as sugar beets or potatoes. Crops are stored during the growing months and then processing takes place when workers are not needed in the field. In this way many families who come to the area as migrants have been able to find work up to ten months a year, making it possible for them to leave the life of constant moving. This settled-out migrant is the primary group served by the year-round sites, which also serve the migrants that move in just for the seasonal work in the fields.

The third site is called the "mobile component." It operates during the winter in La Grulla, a small town deep in the Rio Grande Valley of Texas. There is local work available in this area for only about 4% of the population (Source: Survival, the Historical Heritage of La Grulla, Texas by Narciso and Imelda Guerra, 1974). For this reason nearly all the families in town board busses for the north every spring and follow the crops to earn the money that they will live on throughout the year. The "mobile program" operates in La Grulla during the winter. Then the teachers, who are recruited from the adults in families which migrate north, move north when the children do and set up centers wherever the children move, continuing the education from the same materials at each stop.

Visitors to the program have asked the question "WHY?" Why is a school district from the State of Washington operating an educational program for children in La Grulla, Texas and then continuing to operate the program following the children wherever they move--some to Illinois, some to Oregon, others to Idaho as well as those that move to Washington State?

The board of ISD 104 believed when it developed this program that the uncoordinated local efforts to educate migrant children were less effective than an interstate program might be, which could reach the chilren year-round by moving with them. To hire staff for such a year-round program and move them from site to site required one grantee willing to operate a program that crossed district and state lines. This meant that if the mobile concept were to be tried, one school district was going to have to take the responsibility and cooperate with other districts to the extent that their responsibility for the children overlapped. ESD 104 elected to be that school district and to undertake a program that moved on an interstate basis. The mobile component of this program is the result. To the extent that it can demonstrate a more effective means of educating migrant children, it is of potential value to migrant children everywhere, and there are many migrant children served by the schools in Educational Service District 104.

This program was initiated in 1971, and is now in its fifth year of operation. This evaluation represents the eighth in a series that have been published on this program.

Funds from the Office of Education, Division of Bilingual Education, are combined with other funding sources to make this program possible. The preschool portion of the mobile component receives funds through the Texas Migrant Council. These funds are made available by the National Program Desk for Migrants and Indians in the Office of Child Development.

The preschool portion of the year-round programs in Washington State receive funds through the Division of Social and Health Services from Title 20 of the Social Security Act. In addition the program has Head Start matching funds provided by the State of Washington.

The school-age portion of the program receives funds for operation in the State of Washington (including children from the mobile component while they are in Washington State) through the URRD program, funded by the Washington State Legislature and administered from the Office of the Superintendent of Public Instruction. The school-age children in states other than Washington are paid for through the Title VII Bilingual Education grant, supplemented from private donations for some categories of program expenses not covered by Title VII guidelines.

The program receives its educational direction from Rafael Guerra, who grew up as a migrant worker using field work to finance his way through a Master's Degree in Education, and who worked as an educational consultant and principal before undertaking leadership in this program. Mr. Guerra makes his permanent home near La Grulla, Texas and moves north as all other staff do when the mobile component is in its northern phase.

Responsibility for the proposals necessary to keep this multiple-funded program alive, and contact with the funding agencie and School Board of ESD 104 falls primarily to the Project Manager, Louise Gustafson. She is also responsible for fiscal controls which have brought the program through audits by multiple governmen levels and agencies with all its separate accounts in order and none overspent. Mrs. Gustafson maintains the project office at Pasco, Washington.

For additional information on the program, the addresses and phone numbers of these key staff people are given on the cover of the evaluation.

Progress Report on 1975-76 Program Year

Number 8 in a Series

Published January, 1976

PROGRAM DESCRIPTION

The design of this program came about from an attempt to overcome basic problems faced by migrant and ex-migrant children which were likely to slow down their educational progress. The narrative which follows outlines three basic problem areas, and the approach developed by the program to overcome each of them. From this narrative it is hoped that any reader of this evaluation who is not familiar with the program or with the unique problems faced by the migrant children it serves will gain perspective on what the program is doing, and why. This should make the progress report that follows more meaningful by giving the reader understanding of how the program operates to achieve the results which are reported.

(1) PROBLEM: LACK OF CONTINUITY

Children from South Texas migrant families are likely to move several times a year on a work circuit that takes them approx mately 6,000 miles through northern states and back to Texas.

"Vaya con Dios" (Go with God). With this farewell, migrant families from La Grulla, Texas board busses to take them to the asparagus fields in Washington State. Children will change schools at each work stop on the 6,000 mile yearly journey. The problem: how to provide some continuity in their education since each local school is likely to use different methods and materials for teaching basic subjects like reading and math.

Although there are local programs for preschool migrant children and the local public schools in which they can enroll, there are major adjustments for the child to make. The local teachers will necessarily be new faces. The educational approach of the preschools is likely to be widely different. The child trying to learn to read may go from a school using a "sight word" approach to another with a reading system based heavily on "phonics." In math he faces the same confusion, changing from one of the varieti of "old" math to the "new" math series.

This is a problem which the local schools are unable to solve for the migrant child. Many solutions have been suggested. One was that one curriculum be selected for migrant children all over the country and all schools receiving federal support agree to use it. This would mean books could be forwarded from school to school--the child could take them with him. However, it would also mean that a local teacher trained in one method of teaching and with a full classroom of children well into a course of study would suddenly find the class size swollen with ten to fifteen new children during the migrant season. The teacher must not only cope with the expanded class size, but begin teaching the new children in totally different materials (since it is unlikely that all schools across the nation receiving migrant children would agree to let the choice of textbooks for their regular students be dictated by those required for use with temporary migran population).

For the settled out migrant child in Washington State there is also a problem of continuity between preschool and school. Special funding makes it possible to organize a preschool program with a bilingual, multicultural curriculum for migrant and ex-migrant children. But when these children start school their distribution in the community means that they attend several different schools. In one of the communities in which a year-round preschool is located, the children attend public school in two separate towns nine miles apart. They become a small minority within the larger school system. Once again it has been impossible for the schools to gear their program for all children to one which would continue the bilingual instruction started with the migrant children in

Salvador Chavez, preschool child in
one of the year-round centers in Washi
ton State. When children leave the bi
lingual, multicultural preschool progr
to go to public school, they become a
minority scattered in a larger school
system. The problem: how to provide
tinuing individualized bilingual instr
tion into the early grades of public
school for such a scattered minority.

preschool--to have the tail wagging the dog so to speak. But there is ample evidence that unless a preschool program can continue into the early years of school that the effects are likel to be lost as the child moves from preacademic to academic studies.

THE APPROACH:

The approach worked out in this program for the mobile migrant children from Texas has been to follow the children as they move. This approach had been tried before--and was a relative failure because the Texas "center" attempted to move intac to another northern location. This meant they could only follo the largest group of children, and as the group splintered with families moving in all directions as migrant families do, less and less of the children could be reached on a continuous basis Network approaches also failed--e.g., northern schools and Texa schools paired attempting to coordinate referrals and curriculu and move teaching staff back and forth. The highest percentage of children served in Texas who were successfully "followed" north by either of these two approaches in previous experiment was 19%.

This program therefore used the "Mini-Center" approach. Instead of moving a multiple-teacher center to one northern loc tion, each teacher was prepared to work alone if necessary, ser ing five to eight children in a "Mini-Center." This many chil might be found among only a few families who might travel toget

Sometimes there were enough children in an area for tw or three teachers to work together. Sometimes a single teache worked in isolation. The teachers were adults recruited from migrant families based on surveying where families expected to during the work season. Although the initial plans made by mi frequently change, this concept worked. Teachers were prepare to move in as many directions as the children moved. Unlike th small percentage of children actually followed to the north by other mobile program approaches, the "Mini-Center" concept resulted in over 70% of the children served in Texas being pic up again at one or more stops in the north. For the majority children involved the program became a year-round experience e for the interruptions of moving.

Every evaluation since the program began has had one objective on "coordination with other agencies" as it was not purpose of this program to isolate the children or set up a sep ate school system. If there was no other local program, our teacher provided one. Everywhere there was a local preschool gram available for migrant children our mobile migrant childre were enrolled if possible. But our professional staff (traine and administrative staff) approached the local program and wer usually able to work out an agreement whereby the children wer allowed a few hours during the day to spend with our mobile te who continued the curriculum used in Texas and at all the mobi

Migrant families do not travel in large groups. Small groups of families scatter in many directions. This project recruited adults from migrant families who were trained as teachers. In the north, a single teacher might work in isolation with five to eight children from only a few families. In areas where more families located, teachers might work together. This concept of a "Mini-Center" gave the program great flexibility and enabled it to provide continuing education to over 70% of the children served during the winter in La Grulla. In this way, children who moved were given a year-round educational program with continuity from one location to another. Alicia Hernandez, above, has taught in La Grulla, TX and in Prosser, W

sites. We also requested time for our itinerant training sta to work with the teachers to continue their training and to h them plan lessons and assist with problems. The rest of thei day our teacher was under the supervision of the local progra assist in whatever way he or she was needed.

For school-age children, all were enrolled in public if it was during the regular school year, or enrolled in any special summer school program available for migrant children. same kind of approach was used for children of this age. Pro sional staff requested release time when our migrant teaching could continue to work with the children using our curriculum In most cases the schools have been more than cooperative, of working out arrangements whereby children scattered through a number of classrooms could have the same period of released time so the tutor could work with them in a small group. The schools have also found teaching space for us right at the school. However, if this type of arrangement could not be worked out, the supplementary education program was arranged at the labor camp after school or in the evening, or children were bussed to the preschool center after school. Staff doing this tutoring sometimes moved from school to school, sometimes worked with the preschool children during the morning and then did tutoring with the school-age children in the afternoon or evening on a kind of split shift.

The supplementary tutoring for school-age children meant that even though the approach used in the public school would be changing each time the child moved, that the instruction in reading, math, and oral Spanish and English received from the mobile program tutoring would remain the same. This much continuity lessened the confusion for the child in learning math and learning to read, and the language instruction was contributing to make it possible for him to profit from instruction in either language as few northern schools are prepared to teach children using Spanish as a teaching language.

The same principal of supplementary tutoring was the approach worked out to provide continuity from preschool to public school for the settled-out migrant children. Although the children scattered to different schools, they were brought back to the preschool center in the "other half day" after they entered kindergarten, or after school when they reached first grade or higher, and given continuing bilingual individualized instruction at this time. In some cases, a released time arrangement has also been possible in the northern schools with the teacher provided space at the school and working with different children and different age levels in series during the day.

All school-age project children enrolled in the public school during the regular school year, or in any special migrant summer schools available. Rafael Guerra, Educ. Director, above, or other project staff would talk with principals and teachers to explain our program, and ask for released time for one or two hours a day so our tutor could continue instruction in our curriculum. In this way, the children were learning basic subjects from the same curriculum materials during supplementary tutoring, even though the public schools attended each used something different. If released time could not be worked out during the school day, the tutoring took place after school, sometimes even at night in the labor camps.

Rosa Sambrano, teacher at Connell, Washington, one of the year-round sites, teaches preschool children in the morning and works with school-age children who come after school to the center for continuing tutoring.

This approach seems to project staff to be one that might be used by other people in other situations where the bilingual children to be served represent a small minority within a school system (such as urban Indian children which may be scattered two or three to a grade level in different schools). Schools can mount major programs of bilingual instruction for large language minorities--but this approach can be used with a small minority to provide continuing bilingual, multi-cultural instruction--with staff representing the same cultural group as the child for the reasons of communication and enhancement of self-concept that it gives a child to have someone teaching with whom he can identify.

Several aspects of the program evaluated in the body of the report which follows are included as a consequence of the interstate delivery system used in the mobile component, and the "supplementary tutoring" approach used to continue the program from preschool up into the school-age years. In the management component, for example, there is an objective on coordination with other agencies. Most programs have a policy of coordination--however, it becomes a bulwark of this program because if this program interfered with local school programs or did not have their support it could not operate effectively. In many ways we have considered the project a demonstration that overlapping educational services (which is the only way to give continuity to the migrant child) can coexist to a mutual advantage. How coordination takes place has therefore been carefully documented by project evaluation.

There is another management objective having to do with monitoring far-flung project operations. This has involved an itinerant staff making site visits periodically. It also involves a system of weekly reporting handled by mail so that the progress of children is reported and followed and from this, placement information can be sent to a new location whenever the child moves. It involves a system of independent achievement test to determine if real progress is being made and to help identify areas in which the migrant adult teacher needs assistance.

An overriding administrative concern in keeping such a program as this one going has been the problem of securing funding sources and coping with conflicting administrative guidelines by the different funding agencies. In most cases the program has had to secure operating funds for the preschool children from other sources than those available for school-age children. Most funding sources (but fortunately not all) can be spent only within certain geographic areas (Texas wishes its allocated funds to be spent only within its borders as does Washington). To guarantee jurisdiction rights and assure coordination, a pyramiding set of requirements has been developed by funding agencies requiring "sign-offs" from other agencies that make the administrative task of developing proposals very difficult and time consuming for an interstate, interdistrict project. This type of problem has been dealt with in some detail in the project evaluation number 6 (published in March, 1975).

(2) PROBLEM: LACK OF PROFESSIONAL BILINGUAL STAFF

Because of the historic lack of minorities attending college, there is a real shortage of academically trained professional staff who are bilingual, bilcultural individuals. Those that exist are in great demand. The working conditions for teaching staff in a program such as the mobile program are minimally attractive. The person is required to move repeatedly--maintain a home usually in Texas plus temporary housing in the north. Areas where migrants go are areas where housing is tight and where it is frequently grower-owned and therefore primarily reserved not for teachers but for workers needed in the field. The temporary locations for the teaching centers are often in converted space with a number of handicaps that can't be overcome for a short-term program. If the teacher has a family the family is also affected--children required to change schools and make new friends, the adults looking for new doctors and other services and trying to establish credit or locate stores for what they need. Without a special sort of dedication, there is no reason at all why a bilingual professional person would accept such a job when there are six others offered to him or her without these handicaps.

For the year-round programs in Washington State a similar problem exists. The Spanish speaking population comes very largely from families who moved to the area to do work in the fields. This group has settled in the area and their circumstances are improving. But there has not yet been enough time for these improved circumstances to make it possible for the adults or sons and daughters to acquire the education to move into professional teaching positions. The schools are unable to recruit professional staff in anything like the numbers they should have to reflect the ethnicity of the child population they are serving.

Estella Germain, teacher at the year-round site at Connell, Washington. The Spanish speaking population in this area is relatively new and there are not nearly enough academically trained professional teachers for the schools to have staff reflecting the ethnicity of the children. This program relies entirely on paraprofessional teachers and has designed a program that can be taught effectively by the paraprofessional. Through training, gifted teachers like Mrs. Germain have been developed.

THE APPROACH:

The approach used by this program has been to develop a teaching program which can be handled effectively using entirely teachers who are paraprofessional recruited from the families of the children served. There is no shortage of such adults with the personal dedication to put up with the hardships involved in this program--mobile teachers are from families in which the other members are still working in field work or related functions (hauling, crew leaders, etc.).

This type of staffing is used both for the mobile program and for the year-round programs in Washington State.

We also have professional staff--certified or specially trained teachers who serve as trainers providing supervision of the paraprofessional teachers. In the mobile component our training staff have all been single and our administrative staff married but with very young families not yet in school. We have relied heavily on "dedication" for this core of professional staff--some have been migrants themselves, and all have a special concern for the children we are serving and the importance of this program to them (and as a model for migrant children everywhere) that makes them willing to continue working despite the personal sacrifice it involves.

Many other programs utilize "aides" recruited from the "target population." These aides usually back up a professional teacher who presents the concepts to the children. The aide interprets for children unable to understand, checks work, and "backs up" the teacher by taking over tasks which enables the professional teacher to do more teaching. This program is quite different from that. The migrant adult IS the teacher, the only one working directly with the child. She or he must plan lessons, carry them out, check the child's understanding. In the mobile component this migrant adult may be doing her teaching in some isolation--working with children in her own trailer in a labor camp, for example. Our professional staff "backs up" the paraprofessional--providing training, help with lesson planning, but not working directly with the children except to provide a demonstration.

Many program decisions have been made based on this principle--that the program must work with a teaching staff entirely paraprofessional. The type of curriculum selected has been programmed so that it can be more effectively taught by a paraprofessional staff. The type of training used has been highly focused on the curriculum since the staff needs to acquire specific skills rapidly (instead of acquiring the broad range of skills that might be included in professional teacher training). Demonstration followed by specific observation and suggestion has been found to be the fastest way of acquiring a working use of the necessary teaching skills, when using paraprofessional staff. (It is no doubt a good method even with professional staff, but a more abstract approach based heavily on theory might work with professionals but definitely does not work well with paraprofessionals.) The program has invested heavily in developing teaching manuals in much simpler terms than the wordy manuals put out with the publisher's curriculum, intended for use by professionals teachers. It has also worked on specific

Lynn Morrison and Sophia Cruz in conference. Certified or specially trained staff work as trainers. The training method is by demonstration, followed by observation of the teacher during class, followed by a conference as shown in the picture above. Training skills are highly focused on the curriculum.

remediation materials (so the paraprofessional teacher does not have to invent her/his own). As implied by the title, "Training Migrant Paraprofessionals in Bilingual Mini Head Start," from the outset a focus of the program has been on developing and field testing training to make this type of staff maximally effective in serving the children of this program.

This aspect of the program was dealt with in much greater detail in Progress Evaluation Number 7 (published September 1975) if a reader wishes more information.

(3) PROBLEM: IRREGULARITY OF ATTENDANCE

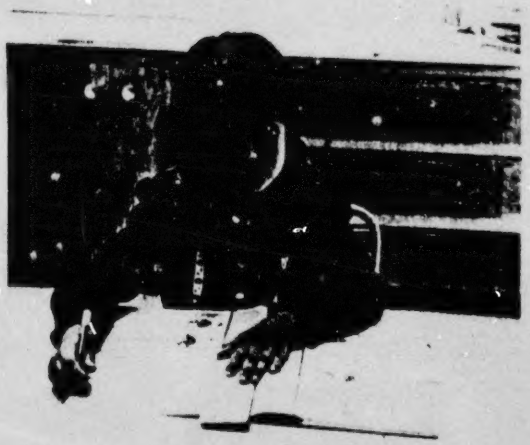
The mobile migrant child misses school every time his family moves. He also misses school when a babysitter is needed and no other person in the family is available (and the family doesn't know people in the community yet to trust them with babysitting). He may miss school if his mother does not speak English and needs him as an interpreter for a repairman coming or in taking the baby to the doctor.

The settled-out migrant child misses school almost as much (from our experience) as the mobile migrant child. Work for most families does not last all year, and families frequently return to Texas or visit Mexico during the coldest winter months--meaning they must take the children out of school in November, December, or January. Families also travel together for weddings, funerals, to care for one another if there is sickness, and for many other reasons, meaning the child is out of school for a time.

When entire classes are taught as a group by one teacher it almost inevitably means that the child with irregular attendance will have missed something. If he is put back with a "beginning" group it is difficult to make progress recycling through materials again and again while others "catch up." This compounds the problem he already had from the days he was out of school. Or if he is put ahead he may not understand, and become hesitant to answer questions aloud or otherwise reveal his lack of comprehension of what the class is doing. All of this is compounded if his knowledge of the language of instruction is weak to begin with--and if the child must wait until another time when another person explains what has not been understood.

THE APPROACH:

The program has selected curriculum materials which could be individualized or taught in small groups. The reading curriculum used, for example, is Sullivan Programmed Reading. The child works from workbooks in which he reads something, selects his answer usually circling a word or writing one. Then he slides his "slider" down and in the inner margin of the book he can check his answer by himself, without the teacher. The vocabulary is controlled for its regular phonetic approach, which is especially helpful to a



Irregularity of attendance is inevitable for migrant children. Children in ex-migrant families also miss school frequently if the family travels to Texas or Mexico during the winter months when there is little work. Migrant children are frequently either stuck in a beginning group that keeps repeating for new children to catch up, or else are lost in a group working beyond their level. This program avoids this through using curriculum that can be completely individualized. The child above is working in Sullivan Programmed Reading. By moving the slider she can check her own work.

bilingual child who cannot cope immediately with all the variations of sounds present in the English language. The teacher is taught how to have the child read aloud and how to ask comprehension problems as she/he circulates the group working with individual children, so that this aspect of the program is not left out. (Others using Sullivan reading criticize it for the fact that the child works silently and by himself and therefore may not be getting oral reading practice or may not be comprehending fully the words he can pronounce. With teacher training to make sure the teacher works with the child for every new concept, and regularly has the child read aloud and test comprehension--some of the skills included in our program developed training materials-the materials do not result in deficiencies in these reading skills.)

The program developed its own pre-math program involving oral practice, and use of physical objects suitable to very young children. It then moves children into the Singer "Sets and Numbers" workbooks. These are not self-teaching, but do have many pages of practice work the child can do independently. The program has developed several training units which help the paraprofessional teacher make the presentations of math concepts.

The children learn Spanish and English through the DISTAR Language curriculum (providing our own translation in Spanish). This is taught in small groups but because of the amount of oral practice and feedback obtained individually from the children, a teacher can handle in a group children whose individual placement is somewhat separated. The program was selected because of its emphasis on thinking skills (as opposed to some other linguistically designed programs which dwell more on the sound and structure of language than on the content of the concepts being learned). It stresses response practice in whole sentences and has been very effective in giving children a communicating knowledge of either English or Spanish (as opposed to isolated word learning which doesn't yield a communication ability in the second language).

Aniceto Zarate, teacher in the mobile program, circulating a group working in Singer "Sets and Numbers." The teacher explains a new concept to a child who can then work independently for a time while the teacher goes on to another child. Each child in this group is working at a different place in the curriculum. The project has developed several teacher training units to help teachers explain math concepts. Teachers send in placement information on each child weekly, which can be forwarded to a new location if the child moves, so the child can quickly pick up where he left off.

Rosie Thompson, tester, administering an achievement test at Connell, Washington. It is expected that children will forget concepts after absences, which occur throughout the year for the migrant child. The project has therefore developed achievement tests in every curriculum area. The information helps the teacher know what needs to be remediated. It also helps the trainer know what concepts may be difficult so the teacher can be given specif help in how to teach it. This system makes intermittent supervision of the paraprofessional staff quite workable.

An individualized handwriting curriculum used with the children up through kindergarten, and project developed cultural heritage activities round out the curriculum.

Because children forget things when they are absent from school for awhile, an important aspect of the program has been the development of achievement tests to go with every curriculum area. These can help with initial placement of a child (showing his working level, but also some initial concepts he may need to review before going on). It helps the trainer know where a migrant adult teacher is having difficulty getting ac some concept areas to a child, and makes itinerant supervision much more valuable. Without it the trainer would only be able to catch the child's progress from occasional observations in class. With continuous achievement testing, the progress is evident as well as the points at which the child is having difficulty.

It was felt that one of the largest problems faced by migrant children in their irregular attendance was that the number of concepts they missed along the line could build up to the point where continued work became much harder. Without a good foundation, the child was much less able to work independently or in a larger group which reduced even more the value he received from his days in school. Through the achievement testing system and individualization of curriculum, this program has attempted to build solidly--even though the attendance pattern is totally irregular.

Irregular attendance also affects evaluation. Most programs assign calendar dates for testing of children. Migrant children are frequently there for either the pretest or the posttest, but not both. If they are present for testing, the period of their attendance in between tests is likely to be so uneven that the comparison of their progress is quite meaningless. This discourages educators from attempting to evaluate programs for migrants. Sometimes this lack of enthusiasm for evaluation stems from the short time the child is present at any one of the temporary sites in which he is enrolled--what can you tell from such a short time? is the justification for no evaluation. Without evaluation there is no basis for judging what is working and what is not

The approach of this program has been to keep attendance records individually. The child is pretested before he has attende 30 days. (Since children enroll in the program at different ages the project has been able to acquire a project norm group made up of pretests of children who first enrolled in the program at the different age levels. This group reasonably represents the achievement level that would have been expected of children in this target group without the program, and provides an excellent basis for comparison to the scores of other children the same ages who have behind them varying periods of program attendance.) Subsequently the child is tested after 100-day attendance intervals. Every month testers are notified of children who have passed an attendance interval calling for a retest. Then at evaluations, the test scores are accumulated and each group represents a meaningful period of program attendance.

JoAnn Hernandez, tester at Moses Lake, has a tiny alcove in the center in which she works. Each month testers receive a list of children who have passed a 100-day attendance interval (each child's attendance is kept cumulatively) and these children are given standardized tests used in project evaluation. This system insures that tests are measuring the effect of a uniform period of project attendance which, because of the irregular attendance patterns with migrant children, is often not the case for programs which test by calendar dates.

In some cases this pattern has been changed. For example the Wide Range Achievement Test has grade equivalents based on the expected scores by month in the school year in which the test was given. For special studies (as in Instructional Component Goal 8 in this evaluation) a control group of children from anoth school was tested in a given month, and project children (with a certain period of project attendance behind them) tested in the same month so that comparisons between the groups would be meanin ful in terms of the grade equivalent scores. In all cases, howev period of program attendance is accounted for in making reports on program effects.

IN SUMMARY:

This program was designed around three problems which uniquely affect the education of children of migrant and seasonal farm workers. These problems are: (1) lack of continuity, (2) l of professional staff available, and (3) irregularity of attendan The approach used by the program to overcome each of these proble has been detailed in the narrative above. This narrative is presented so that a reader of this evaluation not familiar with the program or the special needs to which it addresses itself can read the results printed on the pages which follow with greater understanding of how and why these goals and objectives have been selected.

INSTRUCTIONAL COMPONENT

The project established achievement goals for each of the seven subject areas included in the curriculum. In additio it set up a special study comparing the math and reading achievement of children in the mobile component to mobile migrant children in a control group tested in a neighboring community to La Grulla, Texas. Each of these eight objecti is stated in the pages which follow, together with the findings from analysis of test scores. Details of the analysis design including the testing conditions, definition of the test group, etc., are given in the project proposal, availa on request from the Pasco office.

1. HOW WELL ARE CHILDREN LEARNING PRESCHOOL CONCEPTS?

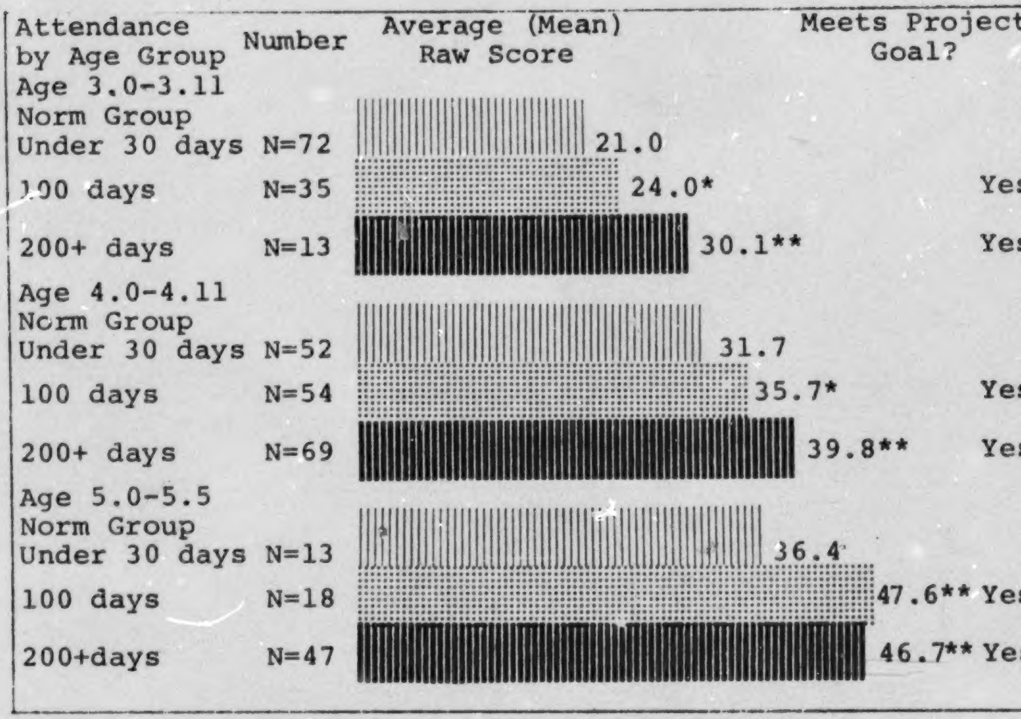
GOAL: Project children will show a significant superiority to the project norm group in their knowledge of preschool concepts as measured by the Cooperative Preschool Invent

ACHIEVEMENT CRITERIA: The goal is considered met if the childr with 100 days attendance are superior to children of comparable age in the norm group, and if children with 200 more days attendance are superior to children of compara age in the norm group beyond the .05 level of significan

FINDINGS: Figure 1, which follows, shows the comparison betwee the average score achieved by project children after var ous periods of program attendance, and the scores of the norm group representing the level of achievement that wo have been expected without the program. Since children enroll in this program at various ages, the pretest scor of children before they have attended for 30 days are us as a norm group.

The types of concepts tested include the child's knowled of colors, shapes, and numbers, his understanding of wor like first, next, and last, and some questions requirin explanations of the roles of people around him (i.e., wh does a teacher do, what does a dentist do, etc.).

As shown in Figure 1, the scores of children after 100 d attendance in the program are markedly higher than the scores of children on pretests taken before attending 30 days. For three- and four-year-old children, improve by 200 or more days shows even greater differences when compared to the norm group. For five-year-old children, however, these concepts appear to be learned very rapidl and there is little continuing improvement after 100 day



*Superiority over the norm group is statistically significant at .05 level.

**Superiority over the norm group is statistically significant at the .01 level.

Figure 1. Test of Preschool Concepts. Average (m scores achieved by project children after different period program attendance on the Cooperative Preschool Inventory.

SUMMARY OF FINDINGS FROM FIGURE 1:

1. AFTER ONLY 100 DAYS PROJECT ATTENDANCE THE SUPERIORITY PROJECT CHILDREN AT EVERY AGE LEVEL OVER THE NORM GROU STATISTICALLY SIGNIFICANT BEYOND THE .05 LEVEL (MEANIN THE POSSIBILITY THAT THIS MUCH SUPERIORITY WOULD OCCUR CHANCE IS LESS THAN 5 IN 100.
2. AFTER 200 DAYS OR MORE IN THE PROGRAM, THE SUPERIORITY IS EVEN HIGHER, REACHING THE .01 LEVEL OF STATISTICAL S NIFICANCE (COULD OCCUR BY CHANCE LESS THAN 1 IN 100).

CONCLUSION:

The preschool program is quite powerful in teaching of preschool concepts, and the children are showing gains in excess of the project goals.

ADDITIONAL ANALYSIS:

The Cooperative Preschool Inventory has been nationally standardized and is widely used by Head Start programs measure the benefits of the preschool experience. In order to compare gains by children in this program aga children in programs across the country, Figure 2 was pared. This shows the national percentile rank of sco made by project children compared to the national samp on which this test was standardized.

As can be seen in Figure 2, the norm group for this pr ject ranks them in the 37th percentile at age 3 and 41 percentile at ages 4 and 5. This means that 37 percen and 41 percent, respectively, of children in the natio group achieved scores lower than this. As these are p test scores of project children this reflects the low achievement level that would have been expected for pr ject children without the program.

After 200 or more days project experience, the percent rank of project children of the same ages has risen fa above the median score of children nationally. The sc of children at all age levels place them in the upper third of children nationally in their achievement on this test.

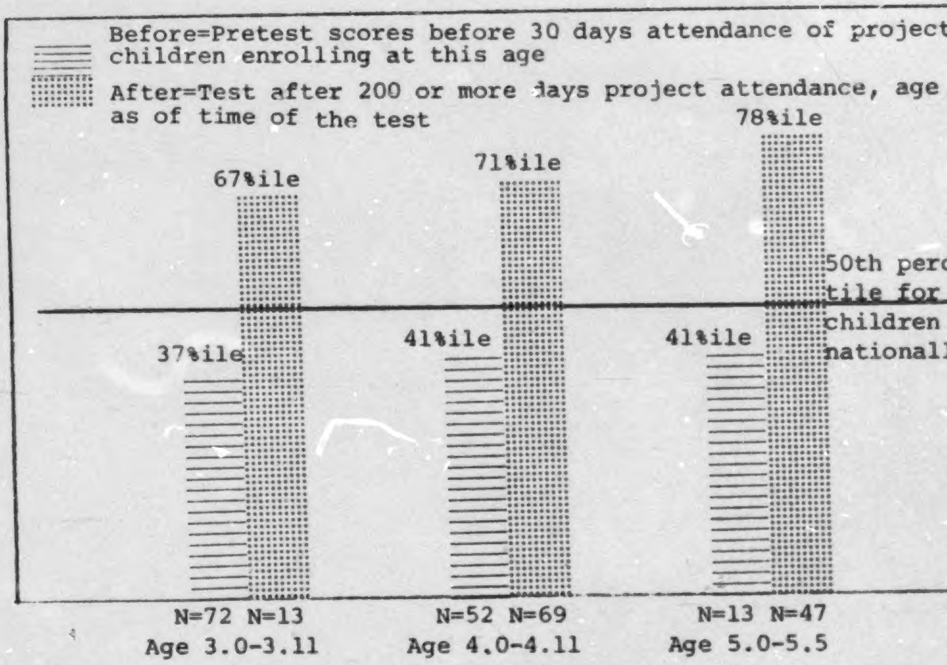


Figure 2. National Percentile Ranking on Preschool Inve

TO SUMMARIZE THE FINDINGS FROM FIGURE 2:

1. WITHOUT THE PROGRAM, PROJECT CHILDREN HAVE SCORES ON
TEST WHICH RANK THEM IN THE BOTTOM HALF OF CHILDREN
NATIONWIDE.

2. AFTER 200 OR MORE DAYS ATTENDANCE IN THE PROGRAM, TH
AVERAGE CHILD IS SCORING AS CHILDREN IN THE TOP ONE-
OF CHILDREN NATIONALLY.

CONCLUSION:

Project attendance markedly increases the knowledge
preschool concepts commonly considered important rea
ness skills for later school achievement.

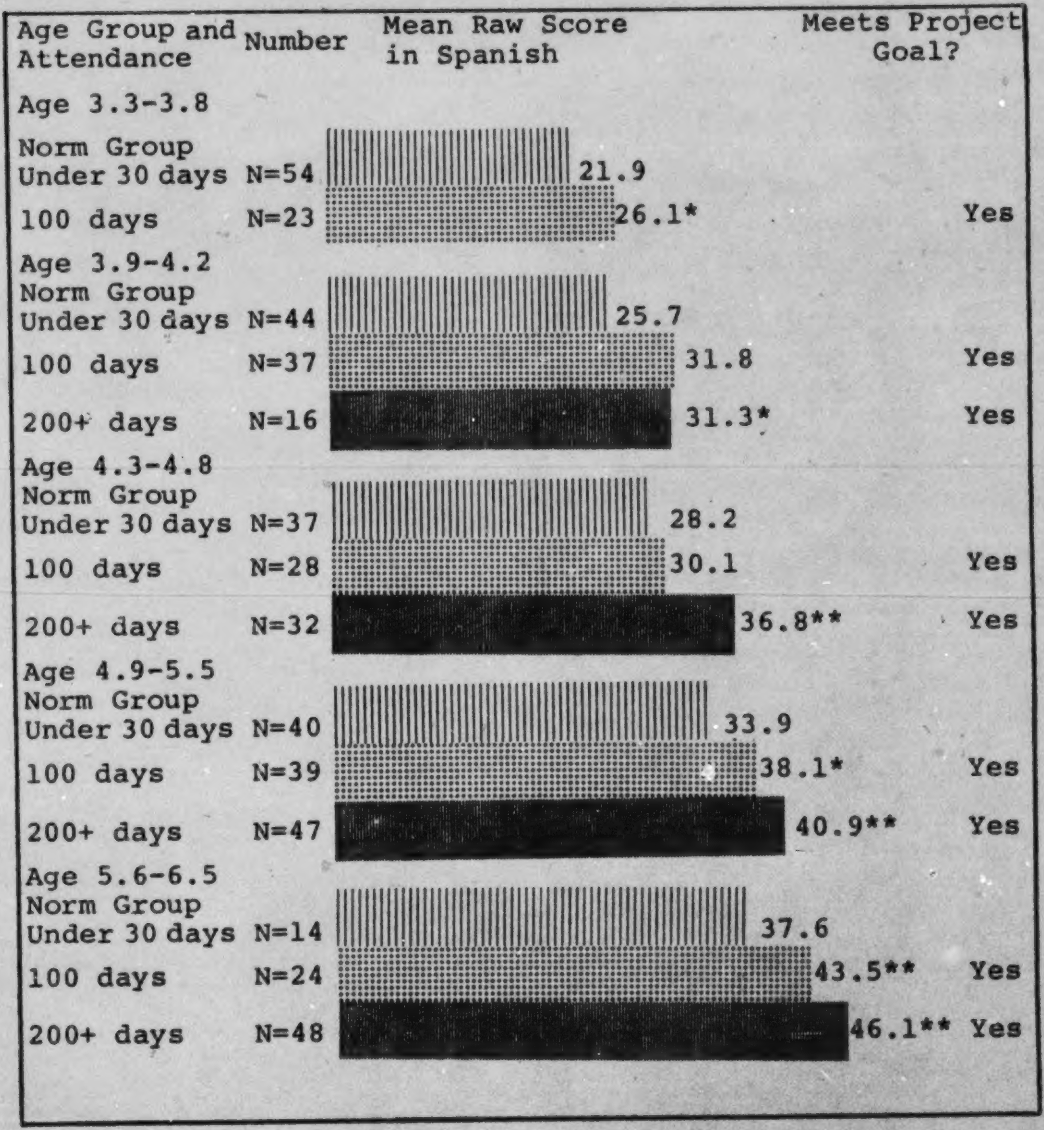
2. HOW WELL ARE SPANISH SPEAKING CHILDREN LEARNING SPANISH?

GOAL: Project children for whom Spanish is the primary language will show a significant superiority in their comprehension of Spanish, as measured by Form B of the Peabody Picture Vocabulary Test, when compared to the norm group children of comparable age and language classification.

ACHIEVEMENT CRITERIA: Children with 100 days attendance will have a higher mean score than norm group children of comparable age, and children with 200 or more days attendance will be superior to children of comparable age in the norm group at the .05 level of statistical significance.

FINDINGS: Figure 3 which follows shows the average score on the Peabody Picture Vocabulary Test, Form B, administered in Spanish, for project children whose dominant language is Spanish. The bar graphs demonstrate the increase in raw score that accompanies longer periods of attendance in the program. An asterisk indicates that the average score for that attendance interval is sufficiently superior to the norm group average score that it is statistically significant (e.g., by statistical test it is determined that the possibility that this much superiority could occur by chance is less than 5 in 100).

The test scores indicate that attendance in the project results in higher language scores on this test at every age level. The superiority of project children reaches statistical significance at every age level, in some cases after as little as 100 days attendance, in all cases by 200+ days. These findings indicate that the project curriculum tends to strengthen Spanish speaking children in their own language. Findings in the next objective relate to how the curriculum develops their second language, English.



*The superiority of this score over the norm group is statistically significant at the .05 level (possibility that this difference results from chance rather than program less than 5 in 100).

**The superiority of this score over the norm group is statistically significant at the .01 level (possibility that this difference results from chance rather than program less than 1 in 100).

Figure 3. Spanish Language Scores. Average (mean) scores of Spanish dominant project children by age, on Peabody Picture Vocabulary Test, Form B (in Spanish).

SUMMARY OF FINDINGS FROM FIGURE 3:

1. THE LANGUAGE SCORE OF SPANISH SPEAKING CHILDREN IN SPANISH IS INCREASED BY PROJECT ATTENDANCE AT EVERY AGE LEVEL.
2. THE SUPERIORITY OF PROJECT CHILDREN IN THEIR PRIMARY LANGUAGE OVER PRETEST SCORES IN THE NORM GROUP IS LARGE ENOUGH TO BE STATISTICALLY SIGNIFICANT FOR EVERY AGE LEVEL.
3. IN MOST CASES A STATISTICALLY SIGNIFICANT SUPERIORITY IN SPANISH IS FOUND AFTER AS LITTLE AS 100 DAYS PROGRAM ATTENDANCE; IN ALL CASES BY 200 OR MORE DAYS ATTENDANCE.

CONCLUSION:

The bilingual curriculum and teaching methods are increasing language skills for Spanish speaking children in their primary language. The program has met and exceeded project goals in this area.

ADDITIONAL FINDINGS:

Table 1, which follows, compares the long-range project scores (cumulative since the project began using this test) with test scores for children taken just within the past 12 months. The purpose of this comparison is to see the trend in scoring on this test. In order to be reported there had to be at least ten children in an attendance group.

As the table indicates, the recent scores are higher than the cumulative scores since the project started in two age groups. Recent scores are lower than cumulative test scores in three age groups. Therefore, no consistent trend appears to indicate a change in direction of test scores. In all cases, the scores of children after 100 or more days project attendance are higher than the norm group for that age. And the differences between the cumulative average and that for the tests given in just the past 12 months is not large enough to be statistically significant for any of the comparisons.

TABLE 1

SPANISH LANGUAGE SCORES--AVERAGE SCORE ON PEABODY PICTURE VOCABULARY TEST FOR SPANISH DOMINANT STUDENTS BY AGE, ATTENDANCE, AND DATE OF TESTING

Age Group	Attendance[1]	Average (Mean) Raw Score Spanish			
		Last 12 Months*		Cumulative**	
3.9-4.2	100 days	N=17	32.3	N=37	31.8
4.3-4.8	200+ days	N=10	33.0	N=32	36.8
4.9-5.5	200+ days	N=20	39.6	N=47	40.9
5.6-6.5	200+ days	N=24	45.5	N=48	46.1
6.6-7.5	200+ days	N=15	48.7	N=20	48.0

*Tests given 11/74 through 10/75.

**Tests given 12/71 through 10/75.

[1] Other attendance categories contained less than 10 cases.

SUMMARY OF FINDINGS FROM TABLE 1:

1. NO TREND TO LOWER OR HIGHER SCORES FOR RECENT TESTS COMPARED TO LONG RANGE PROJECT RESULTS IS EVIDENT AS RECENT TESTS ARE HIGHER IN SOME AGE CATEGORIES, LOWER IN OTHER.
2. A TEST OF STATISTICAL SIGNIFICANCE BETWEEN THE AVERAGE SCORES AT EACH AGE LEVEL FOUND THE DIFFERENCES WERE NOT LARGE ENOUGH TO BE STATISTICALLY SIGNIFICANT.

CONCLUSION:

Language gains in Spanish by project children have been quite consistent throughout the duration of the project.

3. HOW WELL ARE SPANISH SPEAKING CHILDREN LEARNING ENGLISH?

GOAL: Project children whose primary language is Spanish will show gains in comprehension of English as measured by the Peabody Picture Vocabulary Test.

ACHIEVEMENT CRITERIA: At least 55% of children tested as Spanish dominant on initial enrollment to the program, will have gained 10 points or more on the Peabody Picture Vocabulary Test after 200 days participation in the program.

FINDINGS: The target group specified for this analysis was children who entered the program as Spanish dominant who passed a 200 day attendance testing point and were tested during the 12 months preceding this evaluation (11/74 through 10/75).

The achievement criteria of 10 points is strictly an arbitrary standard as there is no reasonable basis for predicting growth in what is a child's second language. The mid-year evaluation last year (1974) reviewed gains for Spanish dominant children tested up to that point and found that 57% had gained 10 points or more on their Peabody scores in English after 200 days in the program.

This evaluation would compare this percentage with the percentage of children making this gain who were tested in just the past 12 months (11/74 through 10/75). As shown in Table 2, the percentage making this gain has increased from 57% to 67%.

TABLE 2

GAINS IN ENGLISH BY SPANISH DOMINANT CHILDREN--PERCENTAGE OF CHILDREN WHOSE SCORE ON THE PEABODY PICTURE VOCABULARY TEST INCREASED BY 10 POINTS OR MORE AFTER 200 DAYS ATTENDANCE

	Percentage Gaining 10 Points
Mid-year evaluation 1974 (all children since program started)	57%
Mid-year evaluation 1975 (children tested during past 12 months only)	67%

SUMMARY OF FINDINGS FROM TABLE 2:

1. THE PERCENTAGE OF CHILDREN GAINING 10 POINTS OR MORE IN ENGLISH AS THEIR SECOND LANGUAGE HAS INCREASED WITHIN THE PAST YEAR. (NOTE: THE PROJECT CHANGED ITS LANGUAGE CURRICULUM LAST YEAR.)

CONCLUSION:

The project exceeded its goal in gains in English by Spanish dominant children. New curriculum materials in use during the past year appear to be more powerful in the teaching of English as a second language than those used previously.

ADDITIONAL FINDINGS: Figure 4 which follows shows the language classification of children who entered the program as Spanish dominant according to their bilingual ability at the time of their most recent test. (The test used is the Peabody Picture Vocabulary Test, Form A in English and Form B in Spanish).

The curriculum is aimed at increasing the bilingual capability of the children--i.e., raise their language scores in their primary language and develop their second language. Their language classification is considered to be bilingual if the score on the PPVT in their second language is 50% or more as high as their score in their primary language (the language in which they tested highest on first enrollment in the program).

In Figure 4, the percentage of children classified as bilingual is shown at the time of their latest test (children are tested after each 100 days attendance in the program; the initial pretest is taken before they have attended 30 days).

As shown in Figure 4, only 16% of the Spanish dominant children were classified as bilingual at the time of their initial enrollment into the program. Of those whose latest test was after 100 days enrollment, 31% tested as bilingual. Of those whose latest test was after 200 days enrollment, the percentage classified bilingual had risen to 63%. And for those whose latest test was after 300 or more days enrollment 85% are now classified bilingual.

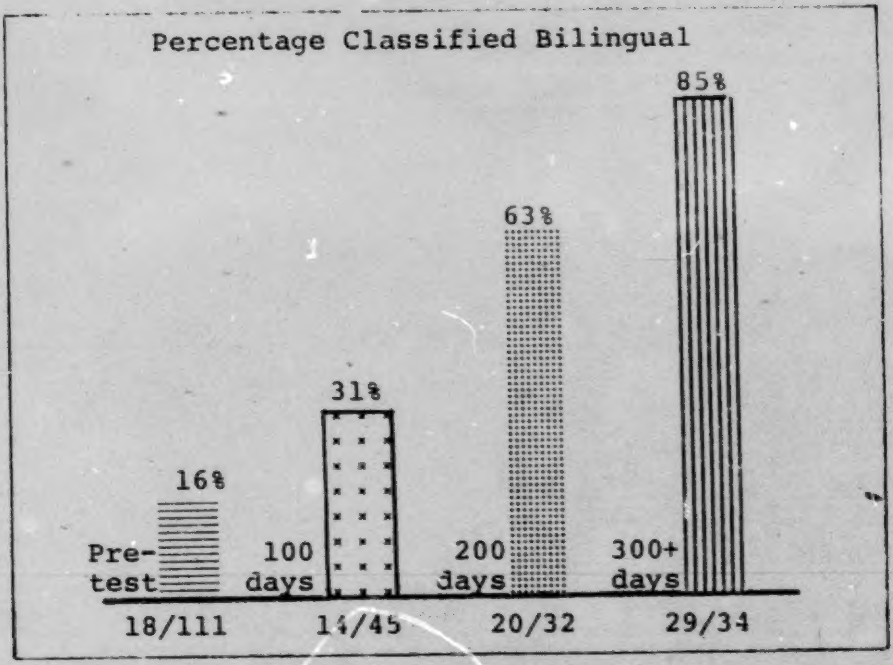


Figure 4. Classification According to Bilingual Capability. Language classification based on comparative scores in Spanish and in English for children who entered the program as Spanish dominant, according to their most recent test, subgrouped by period of attendance.

SUMMARY OF FINDINGS FROM FIGURE 4:

1. OF CHILDREN WHO ENTER THE PROGRAM AS SPANISH DOMINANT, VERY FEW (16%) HAVE FUNCTIONAL BILINGUAL CAPABILITY BEFORE PROGRAM EXPERIENCE.
2. EACH PERIOD OF ATTENDANCE GREATLY INCREASES THE PERCENTAGE OF CHILDREN WHO ACHIEVE BILINGUAL CLASSIFICATION.
3. AFTER 200 DAYS ATTENDANCE THE CHILDREN WHO CLASSIFY AS BILINGUAL SPANISH OR ENGLISH ARE IN THE MAJORITY.

CONCLUSION:

The program curriculum is effective in increasing the bilingual capability of the children served.

4. HOW WELL ARE CHILDREN LEARNING MATH CONCEPTS?

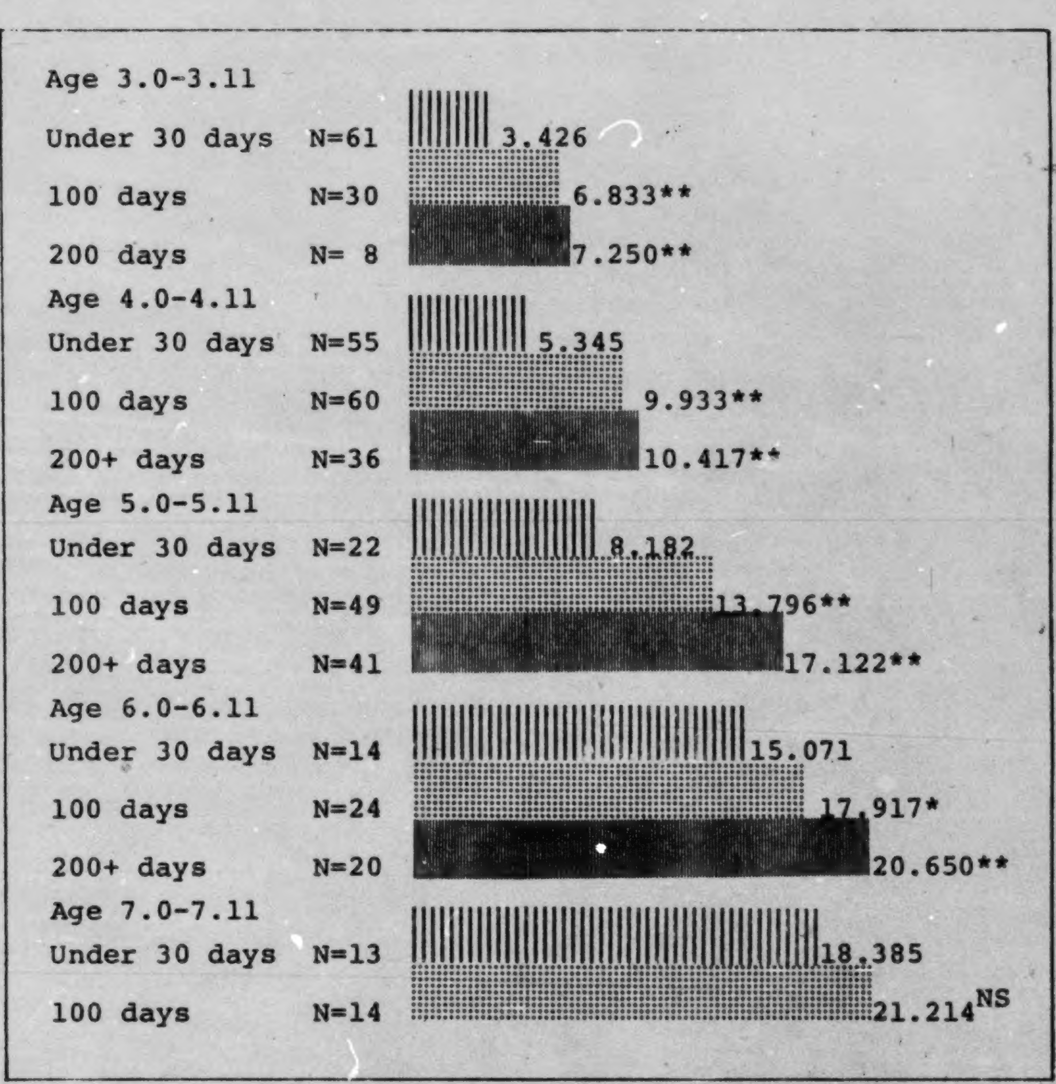
GOAL: Project children will show a significant superiority to the project norm group in their knowledge of math concepts as measured by the Wide Range Achievement Test.

ACHIEVEMENT CRITERIA: The goal is considered met if children who have attended the program over 200 days since initial enrollment have a mean score on the math subsection of the Wide Range Achievement Test significantly superior at the .05 level to the mean score of the project norm group of comparable age, tested before attending 30 days.

FINDINGS: Figure 5, which follows, shows the comparison for each age level of the average (mean) score on the math subtest of the Wide Range Achievement Test by period of attendance in the program.

A test of statistical significance was made between the means of all test groups of 100 days or more and the mean of the project norm group (pretest scores taken before 30 days in the program).

The figure demonstrates that each period of attendance in the program produces a higher average score in math. The goal was that the superiority by 200 days would be great enough to be statistically significant--that is, that the possibility this much superiority would occur by chance was less than 5 in 100. As the figure shows, this goal was met and far exceeded. The superiority in all age groups in which there was a large enough group for analysis (10 or more) who had attended 200 or more days, the statistical significance is beyond the .001 level (could occur by chance less than one in one thousand. For every age group, except seven-year-olds, the superiority even by 100 days is enough to be statistically significant. These findings indicate an extremely powerful program in math.



*This superiority over the norm group (under 30 days) is statistically significant at the .05 level.

**Superiority over the norm group (under 30 days) statistically significant at the .001 level.

NS Although superior to the norm group, not enough to be statistically significant.

Figure 5. Math Scores by Attendance Periods. Average (mean) scores on the Wide Range Achievement Test, math subtest, by period of program attendance.

SUMMARY OF FINDINGS FROM FIGURE 5:

1. MATH ACHIEVEMENT SCORES SHARPLY INCREASE WITH EACH PERIOD OF PROGRAM ATTENDANCE COMPARED TO CHILDREN THE SAME AGE BEFORE PROGRAM EXPERIENCE.
2. THE SUPERIORITY BY 200 OR MORE DAYS IS FAR BEYOND THE USUAL STATISTICAL TEST FOR DETERMINING IF DIFFERENCES ARE SIGNIFICANT.

CONCLUSION:

Gains in math achievement far exceed the project goal.

ADDITIONAL ANALYSIS:

The Wide Range Achievement Test has been nationally standardized. This makes it possible to compare progress of project children to the national norm group, in addition to the kind of analysis reported above in which progress is measured against pretest scores of project children.

For this analysis, scores of children tested just within the past twelve-month period (11/74 through 10/75) were converted to their grade equivalent. The grade equivalen score is a way of saying "most children in the national sample who were in this grade and this month in the schoo year obtained a score this high" on the test. Based on the national norms, the grade equivalent is a way of determining a reasonable "expected" score for a child, i he is being compared to children in the national sample. If his score is higher than the expected score correspond ing to the grade and month in which the test was actuall taken, his score is reported to be "above grade level." If lower than the expected score, it is reported as "belo grade level."

In Figure 6, the percentage of children who scored at or above grade level is reported for each period of attenda Note that 200-day attendance for seven-year-olds is not reported because there were only four children in that age/attendance category which was considered too small f analysis.

The columns at the left for each age indicate the percentage of children who might have scored at or above grade level without the program--e.g., these are pretest scores taken when children first enrolled. The second column indicates the increased percentage of children "a or above grade level" compared to national norms after 100 days attendance. And the third column shows the percentage keeping up with children in the national norm (at or above grade level) after 200 or more days program attendance.

The reader will note that the percentage of children, even on the pretest, who scored at or above national norms is extremely high at the three-year-old level. This is because only children five years of age and older were tested for the national norms, and a mathematical process was applied to determine how children younger than 5 would be expected to perform. The performance of project children who are nearly all higher than the expected scores even on pretest probably indicates that the nationa norms are too low in the preschool years.

Despite the deficiencies in the way in which the national norms were set, the analysis gives a picture of what is happening. The pretest scores indicate a smaller percentage of children "keeping up" with the national group every year. By first and second grade the pretest scores show a majority of children "below grade level." This would have been the expectation for project children without the program.

Because of the program, the percentage of children "at or above national norms" is much higher. There is still a decline with age, but even among second grade children wi 100 days attendance, the test scores of 10 out of 14 of the children were at or above grade level. This is 71%, compared with 38% at or above grade level who began the program at the second grade level.

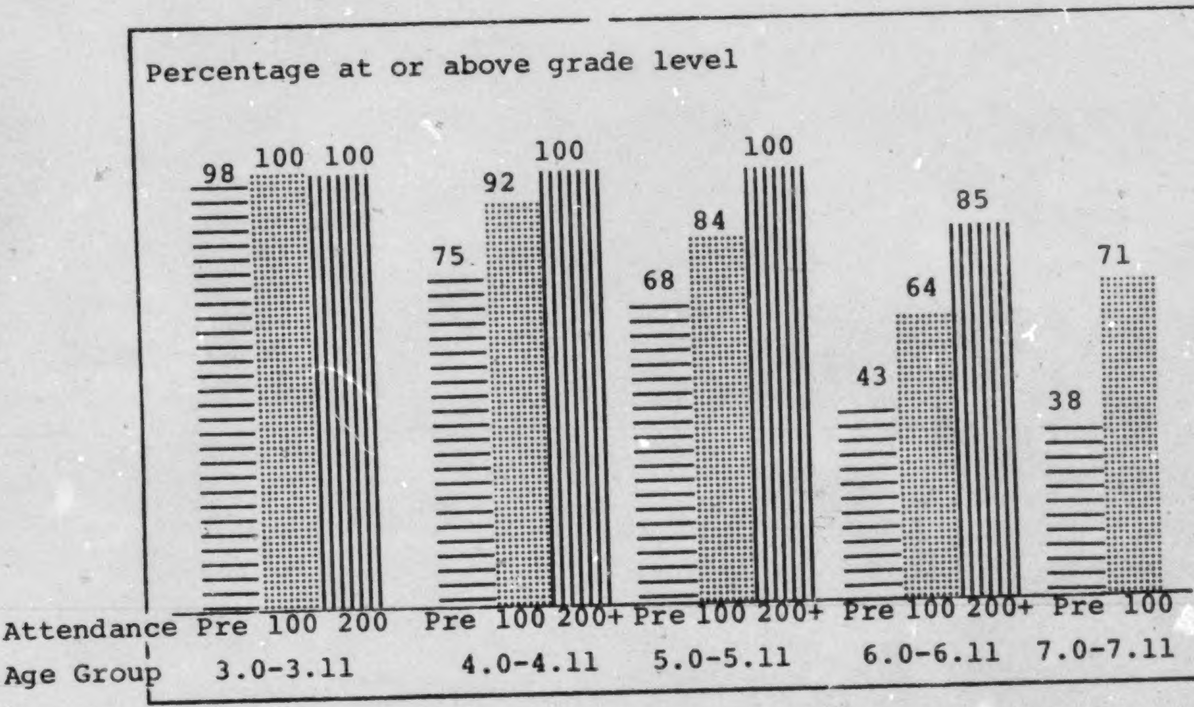


Figure 6. Children Scoring Above Grade Level in Mat Percentage of children by attendance groups, whose score in math on the Wide Range Achievement Test, ranks them at or above the expected score for the grade placement based on national norms.

SUMMARY OF FINDINGS FROM FIGURE 6:

1. THE PRETEST SCORES SHOW THAT THE MAJORITY OF PROJECT CHILDREN, WITHOUT THE PROGRAM, WOULD HAVE BEEN SCORING BELOW NATIONAL NORMS IN MATH BY FIRST AND SECOND GRADE.

2. BECAUSE OF THE PROGRAM, THE MAJORITY OF CHILDREN INSTEA ARE SCORING AT OR ABOVE NATIONAL NORMS AT EVERY AGE LEV INCLUDING FIRST AND SECOND GRADE, AFTER 100 OR MORE DAY ATTENDANCE.

CONCLUSION:

Math achievement by the majority of project children after 100 days attendance is higher than that expected for their age and grade level according to national norms.

5. HOW WELL ARE CHILDREN LEARNING READING?

GOAL: Project children will show a significant superiority to the project norm group in their ability to read English a measured by the Wide Range Achievement Test.

ACHIEVEMENT CRITERIA: The goal is considered met if children who have attended the program over 200 days since initia enrollment have a mean score on the reading subsection o the Wide Range Achievement Test which is significantly superior, at the .05 level, to the project norm group of comparable age and language classification (norm group children are tested with less than 30 days attendance).

FINDINGS: It was felt that whether the child was dominant in Spanish or in English should make a difference in his ability to learn to read in English. Accordingly, the analysis called for separating the tests according to la dominance. Because the program accepts only a minority of students who are dominant in English, there have not accumulated a sufficient number of tests for English dominant children for statistical analysis (a minimum gr size of 10 is the standard applied). The following repo is on children classified as Spanish dominant, therefor

Table 3 presents the average (mean) score in reading fr the Wide Range Achievement Test. The norm group consis of pretests taken before 30 days attendance. The child within each age level are then grouped for those who ha attended 100 days, and those who have attended the prog for 200 days or more.

As the figures presented in the table indicate, there i a higher average score for each added attendance period This indicates that the effect of the curriculum is continuous--the longer the attendance the higher the avera reaching achievement score.

The goal of the program was that the superiority of chi in their reading achievement by 200 or more days over t pretest norm group would be large enough to be statisti significant. Among six- and seven-year-olds there were only eight cases in the pretest norm group--less than t ten set as a minimum for statistical analysis. However these smaller groups were used in order to present a li more complete picture across the age range served by th program. As Table 3 indicates, the project goal was achieved. The superiority of project children by 200 more days is statistically significant for children age four, five, and six, and it is statistically significan after 100 days for age seven. (There were only two ca served 200 days or more in the seven-year age bracket, analysis was not possible for that attendance group.)

TABLE 3

AVERAGE (MEAN) SCORES OF SPANISH DOMINANT PROJECT CHILDREN O READING SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST, BY AGE AND ATTENDANCE IN PROGRAM

Age Group	Attendance in Program					
	Norm Group Under 30 Days		100 Days		200+ Days	
Pre-kindergarten 4-year-olds	N=27	6.8	N=46	10.1**	N=30	11.1**
Kindergarten 5-year-olds	N=11	8.9	N=34	11.4^{NS}	N=27	19.7**
First grade 6-year-olds	N= 8	11.8	N=19	16.6^{NS}	N=20	22.8**
Second grade 7-year-olds	N= 8	19.4	N=10	33.7*	( )	

N = number in subgroup.

( ) = too few in category for analysis.

NS = although superior to norm group, not enough to be statistically significant.

* = statistically significant at the .05 level (possib ity that this difference would occur by chance less than 5 in

** = statistically significant beyond the .01 level (p bility that this much superiority would occur by chance less t 1 in 100).

SUMMARY OF FINDINGS FROM TABLE 3:

1. AVERAGE SCORES IN READING INCREASE WITH LONGER ATTENDA IN THE PROGRAM AT EVERY AGE LEVEL.
2. BY 200 OR MORE DAYS PROJECT ATTENDANCE, THE SUPERIORIT OVER THE NORM GROUP IS STATISTICALLY SIGNIFICANT, AND 7-YEAR-OLDS THE SUPERIORITY BY 100 DAYS ATTENDANCE IS STATISTICALLY SIGNIFICANT.

CONCLUSION:

The project has met and exceeded its goals for improvi reading achievement among the children served.

ADDITIONAL FINDINGS:

In order to compare the progress of project children with children in a national sample, the scores of individual children were converted into a grade equivalent score. Based on the child's age and the month in which the test was given, it is possible to use national norms to determine what is an "expected" score for a child at that grade level. If his actual score is the same or higher, he was considered to be at or above grade level; if lower, to be below grade level using the national norms.

Table 4 reports the number of children who are at or above grade level in reading compared to the national norms. As the table indicates, none of the children in the pretest group at first grade level, and only one of the second grade children scored at or above grade level in reading. This represents the achievement that project children would have been expected to have without the program. By 200 or more days project attendance, the majority (55%) of first grade children were scoring at or above grade level. At second grade level only two children were in the attendance category for 200 days or more, so this was not enough for analysis. At 100 days attendance the percentage at or above grade level is 30% which is higher than the 13% of pretest scores.

The percentages reported in Table 4 are for Spanish language dominant children only, and only scores from tests given during the past twelve months (11/74 through 10/75). There was an insufficient number of English language dominant children in the program to allow separate analysis.

TABLE 4

PERCENTAGE OF SPANISH DOMINANT PROJECT CHILDREN AT OR ABOVE GRADE LEVEL ON THE READING SUBTEST OF THE WIDE RANGE ACHIEVEMENT TEST BY AGE AND PERIODS OF ATTENDANCE

Age Group	Attendance in Program		
	Norm Group Under 30 Days	100 Days	200 Days
Pre-kindergarten 4-year-olds	22/27 AGL* 81%	28/29 AGL 97%	29/30 AGL 97%
Kindergarten 5-year-olds	7/11 AGL 64%	13/17 AGL 76%	26/27 AGL 96%
First grade 6-year-olds	0/8 AGL 0%	2/11 AGL 18%	11/20 AGL 55%
Second grade 7-year-olds	1/8 AGL 13%	3/10 AGL 30%	( )

AGL = at or above grade level.

SUMMARY OF FINDINGS FROM TABLE 4:

1. NONE OF THE CHILDREN WHO ENROLLED IN THE PROGRAM IN FIRST GRADE HAD PRETEST SCORES AT OR ABOVE GRADE LEVEL IN FIRST GRADE READING. HOWEVER, THE MAJORITY OF CHILDREN WHO HAD BEEN IN THE PROGRAM 200 OR MORE DAYS WERE ABLE TO SCORE AT OR ABOVE GRADE LEVEL ON THE READING ACHIEVEMENT TEST.
2. EACH PERIOD OF PROGRAM ATTENDANCE INCREASES THE PERCENTAGE OF CHILDREN AT OR ABOVE GRADE LEVEL BY NATIONAL NORMS, FOR EVERY AGE LEVEL.
3. THE PERCENTAGE OF CHILDREN THE PROGRAM CURRICULUM HAS BROUGHT UP TO OR ABOVE GRADE LEVEL IN READING IS LESS THAN THOSE IN MATH (SEE FIGURE 6).

CONCLUSION:

Program participation significantly increases the percentage of project children who are able to perform at or above grade level in reading by national norms.

6. HOW WELL ARE PROJECT CHILDREN LEARNING HANDWRITING?

GOAL: Project children will show a significant superiority to the project norm group in their ability to do handwriting as measured by the Spelling subsection of the Wide Range Achievement Test. (Note: At the preschool level the spelling subsection measures the ability of the child to distinguish and copy marks, and form printed letters and is therefore more a test of handwriting skills than of spelling.)

ACHIEVEMENT CRITERIA: The goal is considered met if children ages three to five who have attended the program over 200 days have a mean score on the Spelling subsection of the Wide Range Achievement Test which is significantly superior, at the .05 level, to the project norm group of comparable age (norm group children are tested with less than 30 days attendance). (Note: The analysis group is limited to children three to five because the handwriting curriculum is only used in the preschool and kindergarten program.)

FINDINGS: Table 5 shows the average (mean) score by period of program attendance for children ages three, four, and five. The statistical significance of the superiority of children after 100 and after 200 or more days attendance is in all cases beyond the .001 level (e.g., the probability of this much superiority by chance less than 1 in 1,000). This far exceeds the project goal.

The sharp increase in scores with each period of program attendance indicates that instruction in handwriting is very effective with this age group, and the program is very significantly affecting children's handwriting skills.

TABLE 5

HANDWRITING SCORES--AVERAGE (MEAN) SCORES OF PROJECT CHILDREN AGES THREE TO FIVE ON THE SPELLING SUBSECTION OF THE WIDE RANGE ACHIEVEMENT TEST BY PERIOD OF PROGRAM ATTENDANCE

Age Group	Period of Program Attendance		
	Norm Group Less than 30 Days	100 Days	200+ Days
Age 3.0-3.11	N=61 0.9	N=30 2.6*	N= 8 5.1*
Age 4.0-4.11	N=55 3.0	N=60 7.2*	N=36 8.6*
Age 5.0-5.11	N=22 6.8	N=49 12.4*	N=41 15.7*

*The superiority of this score over that of the norm group is statistically significant beyond the .001 level (e.g., possibility that this would occur by chance rather than as a program effect

SUMMARY OF FINDINGS FROM TABLE 5:

1. AVERAGE SCORES IN HANDWRITING INCREASE WITH EACH PERIOD OF PROGRAM ATTENDANCE.
2. SCORES OF CHILDREN AFTER 100 AND AFTER 200 OR MORE DAYS ARE SUPERIOR TO SCORES OF CHILDREN THE SAME AGE IN THE NORM GROUP TO A VERY HIGH LEVEL OF STATISTICAL SIGNIFICANCE.

CONCLUSION:

The handwriting curriculum is quite powerful in improving scores in handwriting, and the project is far exceeding its goal in this subject area.

7. HOW WELL ARE CHILDREN LEARNING CULTURAL HERITAGE CONCEPTS?

GOAL: Project children will show a significant superiority to a non-project comparison group on the project developed achievement test in cultural concepts.

ACHIEVEMENT CRITERIA: The goal is considered met if project children who have attended at least 100 days (since February 1, 1975) show a superiority over the scores of children in a non-project comparison group that is statistically significant, based on a comparison of the mean scores of small, unequal, samples.

FINDINGS: Findings on this area of the curriculum will be reported in the end-of-year evaluation. The test to be used is still under development, following a number of changes in the curriculum which the educational director felt it was necessary to make this fall.

CONCLUSION:

Evaluation is not possible on this objective for the mid-year report. Findings will be given in the report at the end of the 1975-76 program year.

8. DOES A MOBILE EDUCATIONAL PROGRAM FOLLOWING MIGRANT CHILDREN AS THEY MOVE GIVE THEM AN EDUCATIONAL ADVANTAGE OVER MIGRANT CHILDREN NOT FOLLOWED?

GOAL: Project children will show a significant superiority in math and reading over control group migrant children of comparable grade level.

ACHIEVEMENT CRITERIA: The goal is considered met if project children who have been enrolled in one or more northern locations in addition to enrollment in Texas, and who have attended the program more than 200 days since November, 1973, show a superiority over a control group of migrant children of comparable grade level that is statistically significant at the .05 level in the subject areas of math and reading, as measured by the Wide Range Achievement Test.

FINDINGS: As explained in the section entitled Program Description at the beginning of this evaluation, this program has a complicated delivery system for its services. It made the assumption that it is a severe disadvantage for the migrant child to attempt to learn basic subjects in a series of schools, each using different curriculum materials. A mobile program was set up which attempted to supplement whatever the child might receive through local programs (or provide a program in an area if none existed) with teachers who moved with the children teaching from the same curriculum materials at each temporary location.

For three years the program began working with just preschool children. In 1974, funding was found to continue to work with the children after they entered school. The first year the program worked only with children in kindergarten and first grade. This winter some of these children have gone into second grade and the program has extended the supplementary tutoring up to second grade as well. This evaluation, therefore, offered the first opportunity to test how much advantage continuity might be for migrant children after the first full year of operation of the school-age program.

The special study was set up as a separate goal, therefore. A control group of children who are mobile migrants like the children from La Grulla was tested from a nearby community. The economic level of the community from which the control group came is nearly the same as La Grulla. The families of the children move every year to do migrant farm labor. All families are Spanish dominant. The children start school in kindergarten and attend whatever kind of program is available to them at the temporary work locations.

The scores control group children made on the achievement tests are very much like the scores made by the project norm group of the same age (as is shown in findings later presented). This project norm group consists of children who did not enter the program until they were five, six, or seven. Their pretest scores are considered to represent the level of achievement that project children of that age would have had without attendance in this program. The similarity between scores of this norm group and the control group children indicates that it is reasonable to assume that without the program, the project children would have been very much like the control group in their academic achievement pattern.

Project children included in the special study will be called the "continuity group," signifying that they have received continuity in educational services in that all of them attended this program not only in Texas but at one or more northern locations. The project group was limited to children who had a total attendance (partly preschool, partly school-age) of approximately 200 days since November, 1973 when the current academic curriculum was put into use. This number of attendance days has been used consistently in project evaluation as representing a period of time by which the superiority over the comparison group (be it project norm group or, as in this case, a control group from another town) should be statistically significant.

Table 6 compares the math scores of control group children with the project norm group (less than 30 days attendance and no continuity yet) and the continuity group (200+ days attendance and continuity as the children moved). The average (mean) raw score on the math subtest of the Wide Range Achievement Test is reported for each group. Although not reported on the table, the average age of the control group and continuity group is almost identical: 5-9 and 5-8 for kindergarten, 6-5 and 6-5 for first grade, and 7-7 and 7-8 for second grade. These ages are at the time of the tests which were given within one months time in late October or early November. It was necessary to wait this late into the fall semester for testing because many of the children do not return to home base until that time.

As the table indicates the scores of the control group with La Grulla children before they participated in the program are nearly alike. By statistical test the differences are not significant at any age level (e.g., this much difference could easily occur by chance). The superiority of the continuity group children over the control group, however, is so great that it is significant beyond the .005 level (e.g., the possibility of this much superiority by chance less than 5 in 1,000). This is far, far beyond the level of statistical significance established as the project goal.

TABLE 6

COMPARISON OF MATH SCORES WITH CONTROL GROUP--COMPARISON OF MEAN RAW SCORES ON MATH TEST OF THE WIDE RANGE ACHIEVEMENT TEST, FOR THE CONTROL GROUP, PROJECT NORM GROUP, AND THE CONTINUITY GROUP, BY GRADE LEVEL

Grade Level	Control Group		Norm Group			Continuity Group		
	No.	Mean Score	No.	Mean Score	Difference from Control Group	No.	Mean Score	Difference from Control Group
Kindergarten	N=16	7.0	N=22	8.2	+1.2^{NS}	N= 6	17.7	+10.7**
First grade	N=14	13.9	N=14	15.1	+1.2^{NS}	N=10	21.0	+6.1**
Second grade	N=15	18.4	N=13	18.4	+0.0^{NS}	N=7	22.7	+4.3**

NS = the difference between the scores of the norm group and control group is not great enough to be statistically significant.

** = the superiority of the continuity group over the control group is significant beyond the .005 level.

SUMMARY OF FINDINGS FROM TABLE 6:

1. CHILDREN IN THE CONTINUITY GROUP HAVE MATH SCORES SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP AT EVERY GRADE LEVEL. THE LEVEL OF SIGNIFICANCE IS FAR HIGHER THAN THAT REQUIRED TO MEET THE PROJECT GOAL.

2. PRETEST SCORES OF THE PROJECT NORM GROUP (BEFORE PROGRAM EXPERIENCE) ARE NOT SIGNIFICANTLY DIFFERENT FROM THE CONTROL GROUP, INDICATING THAT LA GRULLA CHILDREN WITHOUT THE CONTINUITY PROGRAM DO NO BETTER IN MATH ACHIEVEMENT THAN THE CONTROL GROUP CHILDREN FROM A NEARBY TOWN.

3. KINDERGARTEN CHILDREN IN THE CONTINUITY GROUP HAVE MATH ACHIEVEMENT SCORES HIGHER THAN FIRST GRADE CHILDREN IN THE CONTROL GROUP; AND FIRST GRADE CHILDREN IN THE CONTINUITY GROUP AVERAGE SCORES HIGHER THAN SECOND GRADE CHILDREN IN THE CONTROL GROUP. THE CONTINUITY PROGRAM, THEREFORE, SEEMS TO GIVE CHILDREN MORE THAN A YEAR ADVANTAGE OVER MIGRANT CHILDREN WITHOUT SUCH A PROGRAM.

Table 7 presents the reading achievement scores comparing the control group, the project norm group, and the continuity group. All of the children in all three groups are Spanish dominant. The project attempts to enroll children at the preschool level so that there are relativel few children in the norm group who first enrolled as five-, six-, or seven-year-olds.

Like the math achievement, there is no statistical difference between the scores in reading of the control group children and La Grulla children before participation in the continuity program. The continuity group children, on the other hand, demonstrate reading achievement scores far higher than the control group. Again the superiority of the continuity group children is statistically significant beyond the .005 level, which means that the possibili that this great a difference would occur by chance is less than 5 in 1,000. This is a far higher statistical signifi cance than required to meet the project goal.

TABLE 7

COMPARISON OF READING SCORES WITH CONTROL GROUP--COMPARISON OF MEAN RAW SCORES ON THE READING TEST OF THE WIDE RANGE ACHIEVEMENT TEST, FOR THE CONTROL GROUP, PROJECT NORM GROUP, AND THE CONTINUITY GROUP, BY GRADE LEVEL (THE TEST IS OF READING IN ENGLISH)

Grade Level	Control Group		Norm Group			Continuity Group		
	No.	Mean Score	No.	Mean Score	Difference from Control Group	No.	Mean Score	Difference from Control Group
Kindergarten	N=16	8.2	N=11	8.9	+0.7^{NS}	N= 6	20.7	+12.5**
First grade	N=14	12.6	N= 8	11.8	-1.8^{NS}	N=10	25.2	+11.6**
Second grade	N=15	19.7	N= 8	19.4	-0.3^{NS}	N= 7	33.3	+13.6**

NS = the difference between the norm group sc-re and the control group score is not statistically significant.

** = the difference between the continuity group scores and the control group scores at each grade level are significant beyond the .005 level.

SUMMARY OF FINDINGS FROM TABLE 7:

1. THE READING ACHIEVEMENT SCORES OF THE CONTINUITY GROUP ARE SIGNIFICANTLY HIGHER THAN THE CONTROL GROUP AT EVERY GRADE LEVEL. THE LEVEL OF SIGNIFICANCE IS FAR HIGHER THAN THAT REQUIRED TO MEET THE PROJECT GOAL.

2. PRETEST SCORES OF LA GRULLA CHILDREN IN THE PROJECT NOR GROUP (BEFORE PROGRAM EXPERIENCE) ARE NOT SIGNIFICANTLY DIFFERENT FROM THE CONTROL GROUP, INDICATING THAT LA GRULLA CHILDREN WITHOUT THE CONTINUITY PROGRAM DO NO BETTER IN READING THAN THE CONTROL GROUP CHILDREN FROM NEARBY TOWN.

3. KINDERGARTEN CHILDREN IN THE CONTINUITY GROUP HAVE READING ACHIEVEMENT SCORES HIGHER THAN SECOND GRADE CHILDRE IN THE CONTROL GROUP. THE CONTINUITY PROGRAM, THEREFOR SEEMS TO BE GIVING CHILDREN UP TO A TWO-YEAR ADVANTAGE OVER MIGRANT CHILDREN WITHOUT SUCH A PROGRAM.

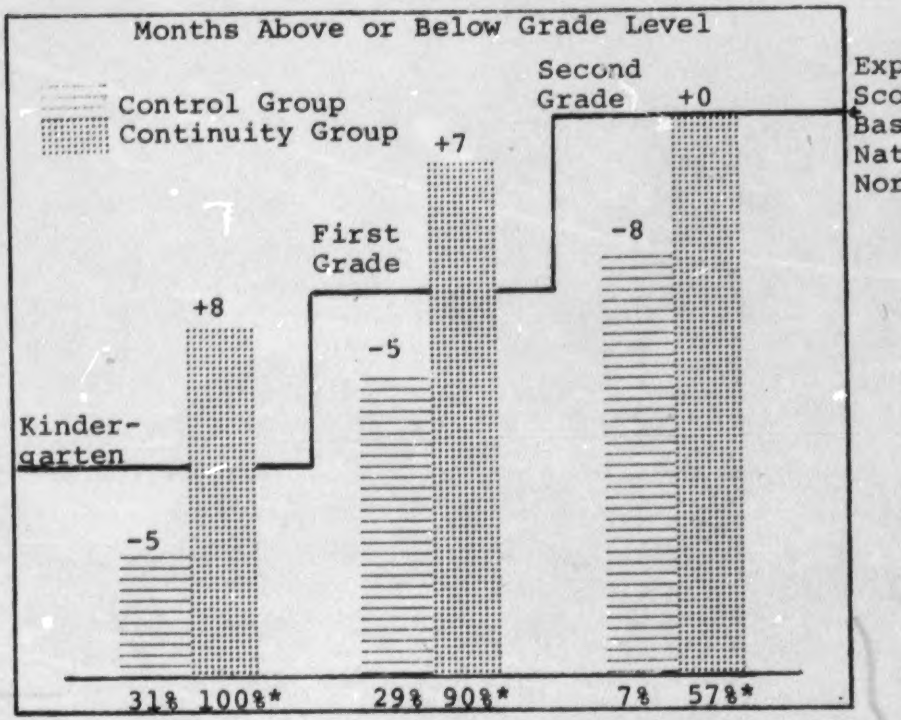
CONCLUSION:

Children in the continuity program demonstrate a highly significant superiority in both reading and math achiev ment over a control group of children without a mobile program. The project exceeded its goals.

ADDITIONAL FINDINGS:

The Wide Range Achievement Test is a nationally standar test. They have, therefore, published national norms. Figure 7 compares the continuity group and control grou children to children in the national norms in their mat achievement.

In Figure 7 the scores of children have been converted grade equivalent scores. The figure shows the national norm for children in each grade level during the second month of the school year, which is the time these tests were given. The scores of the continuity group and con group children are reported in months above or below gr level. The continuity group children in kindergarten, example, have math scores reported as +8 months. This means that the average math score of children in the pr group in kindergarten was equal to the average score of children in the national sample who were just starting first grade. Since the project children were actually in the second month of kindergarten at the time the tes was taken, their score is 8 months above grade level.



*Percentage of children in group with individual scores at or above grade level.

Figure 7. Math Scores Compared to Nationa Norms. Grade equivalent scores on the Wide Range Achievement Test, math subtest, for mobile project and control group children reported as months above or below the national norm for each grade. Percent of children in that grade whose individual score wa at or above grade level reported below each column.

The pattern of scores of the control group children is that typical of migrant children; they start out below grade level and each year their disadvantage grows larg The continuity group served by the mobile teachers has changed this pattern. The preschool program enables th to start school ahead of national norms. By second gra they are still holding their own, with the majority of children still scoring higher than the expected score f their grade in school.

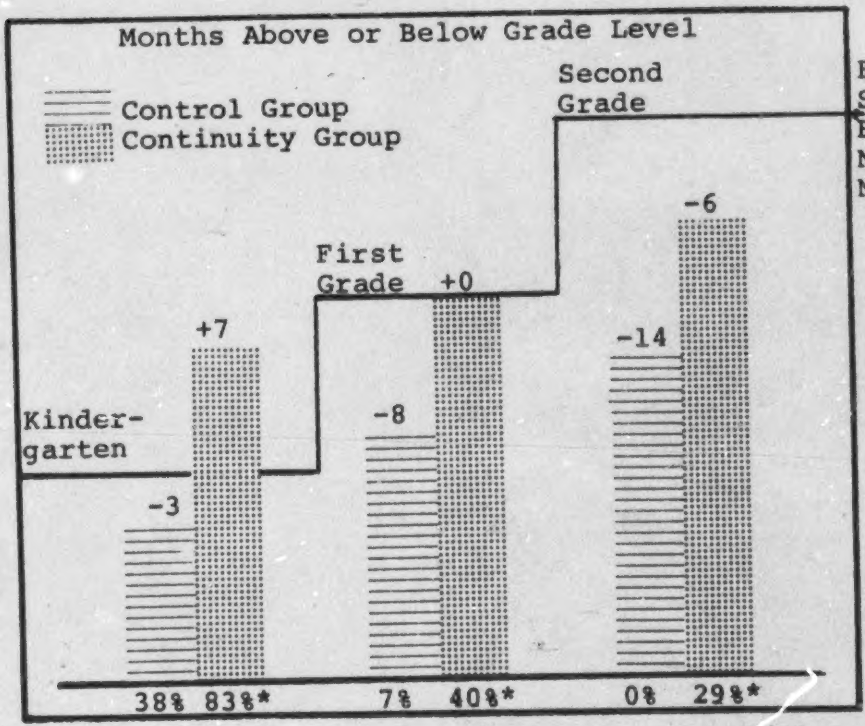
SUMMARY OF FINDINGS FROM FIGURE 7:

1. MOBILE MIGRANT CHILDREN IN THE CONTROL GROUP HAVE MATH
ACHIEVEMENT SCORES WHICH FALL INCREASINGLY BELOW GRADE
LEVEL EACH YEAR.

2. CONTINUITY CHILDREN IN THE MOBILE PROJECT DEMONSTRATE
MATH ACHIEVEMENT SCORES CONSIDERABLY ABOVE NATIONAL
NORMS AT THE KINDERGARTEN AND FIRST GRADE LEVEL, AND
RIGHT AT GRADE LEVEL FOR SECOND GRADERS.

3. THE PERCENTAGE OF CHILDREN WITH INDIVIDUAL SCORES AT
OR HIGHER THAN THE NATIONAL NORM IS NEVER HIGHER THAN
ONE-THIRD AMONG CHILDREN IN THE CONTROL GROUP. THE P
CENTAGE OF CHILDREN AT OR ABOVE NATIONAL NORMS IS NEV
LESS THAN 50% AMONG CHILDREN IN THE MOBILE PROGRAM.

Reading scores for the mobile project and control gro
children are presented in Figure 8. At the lowest le
the reading subtest of the Wide Range Achievement Tes
checks on perceptual prereading skills--matching lett
without necessarily knowing letter names. Language
differences make the least difference at this level,
the control group children in kindergarten are only t
months below national norms. The drop below national
norms is quite steep after that with first grade cont
children eight months below grade level, and second
graders fourteen months below. Children in the mobil
project receive both language and reading instructio
and scored seven months above national norms in kinde
garten. In first grade the scores were right at nati
norms, and by second grade mobile project children sc
six months below national norms. Therefore, it might
concluded that the supplementary tutoring has improve
reading achievement over the dismal picture presente
the control group migrant children, but has been les
successful in reading than in math in making the chi
competitive so far as national norms.



*Percentage of children in group with scores at or above grade level.

Figure 8. Reading Scores Compared to National Norms. Grade equivalent scores on the Wide Range Achievement Test, reading subtest, fo mobile project and control group children report as months above or below the national norms for each grade. Percentage of children in that grad whose individual score was at or above grade lev reported below each column.

SUMMARY OF FINDINGS FROM FIGURE 8:

1. CONTROL GROUP MOBILE MIGRANT CHILDREN START BELOW G LEVEL IN READING AND DROP FARTHER BEHIND EACH YEAR.
2. MOBILE PROJECT CHILDREN ARE CONSISTENTLY EIGHT TO T MONTHS HIGHER THAN THE CONTROL GROUP CHILDREN, BUT B SECOND GRADE HAVE ALSO DROPPED BELOW NATIONAL NORMS
3. THE PERCENTAGE OF INDIVIDUAL CHILDREN SCORING AT OR ABOVE NATIONAL NORMS IS MUCH HIGHER AMONG PROJECT CH THAN FOR THE CONTROL GROUP AT EVERY GRADE LEVEL.

INSTRUCTIONAL COMPONENT (Process Objectives)

1. ARE CENTER STAFFS USING THE PROGRAM'S INSTRUCTIONAL MOD

GOAL: 1.1 The staff of each center (i.e., the trainer and t teachers under his/her supervision, who may be locate a number of different operating sites in the case of the mobile component) will adhere to the program's i tional model, based on a score of 80% or better on t implementation checklist (criteria for scoring are co in the checklist) administered at least semi-annuall

ACHIEVEMENT CRITERIA: A score of at least 80% on the Imple tation Checklist for each center operation.

MID-YEAR PROGRESS REPORT: This objective will be evaluated the end of the program year.

At mid-year the checklist has not yet been developed implemented on site. The reason for the delay was a ject decision, based on evaluation data from last sp and summer, that the placement and achievement testi system was not working properly. Progress by child was very uneven. The supplementary materials devel by teachers were not always effective--based on the of times a child missed a concept on one test, and same concept three months later. The supplementary materials also did not appear to be time effective cases--an almost total lack of forward progress by under some teachers was explained by what appeared a plan of protracted review of old materials.

It was suggested by a program consultant that the p of remediation after achievement testing be systema in a way that took much of the burden off the teach Staff were to develop specific remediation materia with each test concept and the testers would pull t material and give it to the teacher along with the test. Development of this system was given priori properly precedes the development of the checklist the checklist was to measure how well the placemen testing system was working). It consumed the time available staff virtually all fall.

At this writing specific remediation material has b developed and distributed for math (pre-academic, and Book 1). Book 2 math has been developed but i yet distributed. Reading materials for the Primer Book 1A have been developed and distributed. Hand remediation materials are under development.

Orientation of teachers in the purpose and use of materials has been carried out at all sites. Staf assigned responsibility for filing and materials production, and the tester's responsible for pulling materials, have been trained both in Texas and in the Washington centers.

Completion of the development of these materials will be followed by field testing. The checklist will be designed and used as part of the field testing. This should enable this aspect of program monitoring to become fully operational this year, and a reasonable evaluation of its effectiveness by the end of the program year.

CONCLUSION:

The checklist to be used to evaluate this objective had not been developed by mid-year.

2. ARE CENTER STAFF USING THE PROGRAM'S CURRICULUM?

GOAL: 1.2 Teachers will use the project's curriculum materials as selected by the educational director resulting in a rating of "satisfactory" on the curriculum utilization checklist for each center.

ACHIEVEMENT CRITERIA: Schedules must include all curriculum areas and be satisfactory to the resource trainers in terms of length of instructional periods, alternating quiet and active periods, providing reinforcement activities. Weekly curriculum reports must be rated + based on progress by children, every curriculum area reported, reasons given for any supplementary material being used. Criteria is at least 80% plus ratings for all teachers in all curriculum areas, for each center site (the mobile centers count as one site).

FINDINGS: Resource trainers have submitted memos of approval for the schedule for each site (frequently following some adjustment of the schedule after a trainer site visit).

Weekly curriculum reports indicate that most teachers are meeting the 80% rating for satisfactory progress and reporting of curriculum placement by children. The exceptions have usually been substitutes employed on a short-term replacement basis, and one teacher working with very young children who had not been oriented to the type of preacademic materials she might use if the children were not ready for curriculum materials in use by the older children. Notice of the need for assistance in this case has been given to the trainer and resource trainer by the evaluator, and corrective action was reported.

CONCLUSION:

At mid-year there is substantial compliance with the project curriculum in scheduling and curriculum placement reports. As not all teachers have achieved an 80% rating, the goal is considered partially met.

3. ARE TEACHERS USING APPROPRIATE INSTRUCTIONAL PROCEDURES?

GOAL: H1.3 At least 80% of teachers who have been employed four months or longer will meet all the criteria on project developed monitoring instruments of teachers' usage of appropriate instructional procedures at least once during each evaluation period.

ACHIEVEMENT CRITERIA: Out of teachers employed four months or longer, at least 80% will have a rating of satisfactory at least once during each evaluation period on project monitoring instruments on teachers' usage of appropriate instructional procedures.

FINDINGS: The project has one monitoring instrument entitled the MALTO (Maintaining Active Learning Teacher Observation). This measures the teacher's use of specific praise and other means of encouragement, absence of nags, making instructional contacts through modeling and prompting, and children's attentiveness to the lesson.

Table 8 shows the percentage of teachers who have been observed and who passed the monitoring instrument known as the MALTO. As the table indicates, during the months reported in this evaluation, only 64% rather than 80% of the teachers in the evaluation group have "passes" on this monitoring instrument. The explanation for this, however, lies in what appear to the evaluator to be sensible decisions on priority in training. At one site the trainer needed time off during this evaluation period to have a baby and to attend to some emergency care for her family based on a rather serious accident. In the remaining time available she therefore elected to keep up the curriculum training units (which, as reported in a later objective, she did complete 100% on schedule) and to delay completion of the monitoring. Most of the staff at this site were experienced and had previously passed the monitoring observations.

At the Texas site, some teachers also did not have MALTO observations during this evaluation period. In this case there were a large number of new staff people put on and the trainers devoted time to them. The staff members who were not monitored were all very experienced teachers who in the past have many observations on this monitoring instrument which they have passed. It was therefore not likely that failure to keep up the monitoring would, with these teachers, result in their failure to use the program teaching methods.

TABLE 8

OBSERVATIONS OF TEACHING SKILLS (MALTO FORM)--NUMBER AND PERCENTAGE OF TEACHERS WHOSE TEACHING PROCEDURES PASSED THE OBSERVATION INSTRUMENT ENTITLED "MAINTAINING ACTIVE LEARNING TEACHER OBSERVATION," SINCE 7/1/75

Number of Teachers in Evaluation Group	Number and Percentage Who Were Observed On the MALTO with PASSES	Meets Project Goal?
22*	14 (64%)	No

*Includes only teachers employed for four months or longer. However, four of the newer teachers have already passed the MALTO who are not included in the above table.

SUMMARY OF FINDINGS FROM TABLE 8:

1. AT MID-YEAR ONLY 64% (RATHER THAN 80% CALLED FOR IN THE PROJECT GOAL) HAD BEEN MONITORED ON TEACHING PROCEDURES FOR MAINTAINING ACTIVE LEARNING SINCE JULY 1, 1975.

The other monitoring instrument in use by the project is called DLT for Dual Language Teaching. This measures the teacher's ability to elicit English and Spanish from the children in whole sentences. The teacher is required to model, maintain active interaction, use questioning techniques, instructions that increase child oral language practice, etc. Teachers are observed separately teaching Spanish and teaching English.

Table 9 indicates the number of passes among teachers in the evalution group for each language. In this case, as with the MALTO, all of the teachers at one site do not have a recent pass on this instrument as the trainer had to make priorities for use of her time since circumstances required her absence during part of the evaluation period. However, of five teachers at this site included in this evalution group, four had just completed the training unit on dual language training with multiple observations during June, 1975 (which does not count as the evaluation period examined begins July 1). In fact, of the eleven teachers not having passes on this instrument, eight had completed the training unit in June just before this evaluation period began. Had the evalution period been from June 1 instead of July 1, the percentage of passes would have been 86%, exceeding the project goal.

TABLE 9

OBSERVATIONS OF DUAL LANGUAGE TEACHING--NUMBER AND PERCENTAGE OF TEACHERS WHOSE PROCEDURES FOR TEACHING ORAL ENGLISH AND ORAL SPANISH PASSED THE CRITERION ON THE DUAL LANGUAGE TEACHING MONITORING INSTRUMENT

Number of Teachers in Evaluation Group	Number and Percentage Who Passed the DLT in		Meets Project Goal?	
	English	in Spanish	English	Spanish
22	11 (50%)	11 (50%)	No	No

SUMMARY OF FINDINGS FROM TABLE 9

1. AT MID-YEAR, ONLY 50% (RATHER THAN 80% CALLED FOR IN THE PROJECT GOAL) HAD PASSED THE MONITORING INSTRUMENT EVALUATING DUAL LANGUAGE TEACHING SKILLS IN SPANISH AND IN ENGLISH.

CONCLUSION:

At mid-year this objective had been only partially met.

STAFF DEVELOPMENT COMPONENT

1. HAVE TEACHERS MASTERED SKILLS THROUGH IN-SERVICE TRAINING?

GOAL: 2.1 Teachers will achieve at least 70% mastery level on checklists indicating mastery of teaching behaviors in the in-service training curriculum.

ACHIEVEMENT CRITERIA: At least 90% of teachers employed for three months or longer will have completed at least one training unit satisfactorily, as indicated by a rating of "plus," meaning the behavior is consistently demonstrated, on at least 7% of the teaching behaviors identified on the individual checklist for the training unit (including those marked as mandatory passes before the training unit could be accepted.

FINDINGS: Table 10 presents the number and percentage of teachers employed over three months who have at least one checklist for curriculum training completed satisfactorily. As indicated, 23 out of 24 teachers (with the required months of employment) have completed training units, which exceeds the project goal. The one teacher who had not finished a training unit checklist represents a rather special case as she was hired as a temporary substitute--worked for a short time, and after an absence was rehired on a permanent basis so that her combined employment period came to three months but neither period of employment by itself was quite long enough to complete a whole training sequence.

TABLE 10

COMPLETION OF TRAINING CHECKLISTS--NUMBER AND PERCENTAGE OF TEACHERS EMPLOYED FOR THREE MONTHS OR LONGER, WHO COMPLETED AT LEAST ONE TRAINING UNIT INCLUDING PASSING THE FINAL CHECKLIST SINCE JULY 1, 1975

Number of Teachers in Evaluation Group	Number and Percentage Passing Checklists	Meets Project Goal?
24	23 (96%)	Yes

SUMMARY OF FINDINGS FROM TABLE 10:

1. SINCE JULY 1975, 96% OF ALL TEACHERS EMPLOYED FOR THREE MONTHS OR LONGER, PASSED A CHECKLIST INDICATING MASTERY OF TEACHING SKILLS FOR AN IN-SERVICE TRAINING UNIT.

CONCLUSION:

The project at mid-year has met and exceeded this project goal.

2. ARE PROJECT STAFF CONTINUING ACADEMIC TRAINING?

GOAL: 2.2 At least 80% of project full-time staff will be enrolled for high school GED courses, or college courses, to further their academic training.

ACHIEVEMENT CRITERIA: At least 80% of project full-time staff will be enrolled in academic programs at some time during the year.

PROGRESS REPORT: The evaluation plan calls for this objective to be evaluated based on the entire program year, and it will therefore be reported in the final evaluation for the year.

At mid-year five staff members were enrolled in courses to complete their GED, and three of these also enrolled in college courses at the same time. Twenty out of the 21 teachers on full-time permanent appointment were enrolled for either GED or college courses. The one who was not enrolled was anticipating a maternity leave which made enrollment impractical for the fall quarter.

Of the eight other full-time staff members (educational director, trainers, site coordinators, and project secretary), four were also taking additional academic courses. This makes a total of 24 staff in continuing academic work out of 28 staff people, for 83% which exceeds the project goal.

CONCLUSION:

At mid-year this goal is being met, but final evaluation is not called for until the end-of-year report.

STAFF DEVELOPMENT COMPONENT (Process Objectives)

3. ARE TEACHERS MAKING ACCEPTABLE PROGRESS IN THE RATE OF IN-SERVICE TRAINING UNITS COMPLETED?

GOAL: 2.1 Teacher trainers will provide in-service training continuously, at a rate which will enable at least 80% of the teachers to complete a training unit satisfactorily on the average of one for every two months of active employment.

ACHIEVEMENT CRITERIA: Of teachers employed for three months or longer, at least 80% will complete units of training at a rate that meets or exceeds the expected progress based on an average of one for every two months active employment.

FINDINGS: Table 11 indicates the number of teachers who have kept pace with the training goal of one training unit completion every other month. It shows the percentage meeting the project goal by center and for the project as a whole.

Not only is the percentage of teachers receiving training above the percentage required to meet the project goal, but a full 40% of the teachers have completed more training than required. This is particularly true at the mobile site where seven out of thirteen teachers have completed more training than the project standard as of mid-year.

TABLE 11

COMPLETION OF IN-SERVICE TRAINING UNITS--NUMBER AND PERCENTAGE OF TEACHERS WHO COMPLETED AT LEAST ONE TRAINING UNIT FOR EVERY TWO MONTHS OF ACTIVE EMPLOYMENT IN THE PERIOD JULY THROUGH NOVEMBER, 1975

Center	Number of Teachers	Number Completing One Unit Per Two Months Employment	Percentage Meeting Project Goal
Connell	5	5*	100%
Moses Lake	7	6*	86%
Mobile Site	13	11*	85%
TOTAL FOR PROJECT	25	22	88%

*Teachers completing extra training units beyond the required number: Connell 2, Moses Lake 1, Mobile Sites 7.

SUMMARY OF FINDINGS FROM TABLE 11:

1. TEACHERS AT EVERY SITE ARE RECEIVING TRAINING AT OR EXCEEDING THE PACE SET IN THE PROJECT GOAL, AT MID-YEAR.

CONCLUSION:

The project is meeting and exceeding its goal for in-service training units completed as of mid-year.

4. IS THE PROJECT ADMINISTRATION HELPING STAFF CONTINUE THEIR ACADEMIC EDUCATION?

GOAL: 2.2 Administrative staff will arrange academic training opportunities for both professional and paraprofessional staff, and provide counseling and enabling services to facilitate on-going academic training.

ACHIEVEMENT CRITERIA: Examination of the evidence provided of how the above activities were carried out will be examined and judged by the evaluator.

FINDINGS: The project manager takes primary responsibility for providing the means for staff to obtain continuing educational opportunities. She outlines courses each quarter which are evaluated and accepted by Columbia Basin College through which credit is issued. She also takes responsibility for handling all the paper work of registration, orienting trainers who present the materials, assembling resource information for the trainers, and seeing that time schedules for examination and grading are met. The project manager also arranged for GED classes which are held after work for teachers at one center.

The educational director and trainers assist in counseling and carrying out the continuing education program.

Two of the 24 people reported as in continuing education arranged and paid for their own courses on their own time; one trainer taking post graduate work and one teacher in Texas taking work at a nearby college.

CONCLUSION:

Efforts of project staff have made it possible for a high percentage of project personnel to continue their academic education.

PARENT AND COMMUNITY INVOLVEMENT COMPONENT

1. ARE FAMILY MEMBERS PARTICIPATING IN CHILDREN'S EDUCATION?

GOAL: 3.1 Family members equal to at least one-third the enrollment capacity at each site will participate in their children's educational program through (a) the center instructional program as a teacher or assistant, (b) assisting with cultural heritage programs, (c) home or evening activities organized to involve parrents with children in educational activities.

ACHIEVEMENT CRITERIA: The goal is considered met if the actual number of parents or other family members participating in educational activities itemized above is equal to one-third the enrollment capacity of each center (considering the mobile component as one center despite its multiple sites during the year).

PROGRESS REPORT: This goal will be reported on in the end-of-year evaluation as the percentage participation is based on the full year's program.

At mid-year, however, reports on "Family Fun Nights" have been sent to the evaluator from Moses Lake and from Connell These involved parents in educational games with children in an evening program.

Each site has a majority of teachers who are parents or oth relatives of children participating in the program.

Vouchers have also been forwarded to the evaluator reporting parent volunteers working in a variety of capacities from the two permanent sites in Washington State.

No information on parent participation in the educational program other than that of paid staff has yet been received from the mobile sites for this program evaluation year. Action has been taken by the project manager based on evaluation reports to activate this aspect of the program fully at all sites.

CONCLUSION:

To be reported in the end-of-year evaluation.

2. HOW HAVE FAMILIES PARTICIPATED IN PROGRAM MANAGEMENT?

GOAL: 3.2 Parents and community members of advisory groups will be active in program management decisions involving (a) organizational matters (voting for officers, meeting times, parent group activities, etc.), (b) review of proposals or work program activities, (c) personnel actions, (d) use of parent funds, (e) discussion of educational program and evaluations of progress.

ACHIEVEMENT CRITERIA: The goal is considered to have been met if the analysis of minutes of meetings from every site confir action of the parent and community advisory group in at least four out of five of the specified areas.

PROGRESS REPORT: This goal will be evaluated in the end-of-year evaluation as some of the decision-making areas are mainly seasonal in nature--i.e., participation in proposal planni which occurs mainly in the spring.

At the time of this evaluation, however, minutes of meetings are on file with the evaluator from all three sites. These indicate that in one or another of the program sites parents have participated in decision making in all of the five areas outlined above. A partial listing of parent-community advisory group decision making from these minute follows:

(a) Organizational matters (voting for officers, meeting times, parent group activities planned, etc.)

8/27 (Connell) Set parent meeting time, decide on notice forms
11/12 (Connell) Plan Christmas program
7/14 (Moses Lake) Plans to elect officers; project to sew sheets for center
10/23 (Moses Lake) Plan parent committees for Halloween party, Thanksgiving, and Christmas programs with children

(b) Review of proposals or work program activities

12/10 (Connell) Discuss and approve proposal to Title I f proposal requesting funds for buildings and support of children not covered by other available funding

(c) Personnel actions

7/11 (Moses Lake) Screening of candidates for teacher vacancy by parent committee: select one teacher and one alternate for next vacancy

(d) Use of parent funds

10/23 (Moses Lake) Vote funds to be used to repair car used to transport children

(e) Discuss educational program and evaluations of progres

8/18 (Mobile sites) Discuss need for centers at Dayton, plan for school-age children to come to preschool center early in morning and be transported from there; discuss hours

9/17 (Connell) Discuss plans for parent participation in family fun night activities

11/12 (Connell) Plans to add to constumes used for cultur heritage activities in curriculum, trainer reports on evaluation followed by discussion by parents

12/10 (Connell) One parent recorded Posada song, parents practiced song at meeting for Christmas fiesta as part of cultural heritage program

CONCLUSION:

This objective is scheduled for evaluation in June, 1976 but at mid-year it is evident that parent advisory group are active at all sites in program decision making.

3. ARE COMMUNITY MEMBERS CONTRIBUTING SUPPORT TO THE PROGRAM?

GOAL: 3.3 Community members (which can include but is not limited to family of children enrolled) will provide volunteer services in support of the program.

ACHIEVEMENT CRITERIA: Community members equal to one-fourth the enrollment capacity of each center will contribute volunteer services in support of the center program. (Note: Support activities are general services that do not involve working directly with the children--to distinguish them from educational activities described in the first goal in this component.) This would include building shelves or other equipment, laundry or cleaning help, donating items needed, etc.

PROGRESS REPORT: Like the other goals in this component this is scheduled for evaluation at the end of the year.

At mid-year the evaluator has received vounchers from the two permanent sites in Washington which indicate a variety of services being provided by community members--cleaning, grass cutting, yard work, laundry, purchasing items for the program, assisting in food preparation. The documentation from the mobile site had not been received by the time of this report.

CONCLUSION:

This goal is scheduled for evaluation at the end of the year. At mid-year it appears that the centers are benefitting from this type of community support.

4. HOW HAVE PARENTS PARTICIPATED IN PROGRAM EVALUATION?

GOAL: 3.4 A committee of parents at each center will be asked to make a site visit to the center observing the instructional program and providing a written evaluation of it.

ACHIEVEMENT CRITERIA: At least once during the program year a parent committee of three to five members will visit the center, have curriculum matters and methods we are using explained, and will submit written evaluation of actual teaching observed which is submitted to the project evaluator as well as reported back to the parent group.

PROGRESS REPORT: This activity is scheduled to take place during the spring months as it did last year. The project manager has initiated the evaluation through reproduction of the evaluation form and requesting the site coordinators to arrange dates for the evaluation to be carried out. Completion of this activity is scheduled to be evaluated at the end of the year.

CONCLUSION:

This objective is scheduled for evaluation at the end of the year. Preliminary steps have been taken at mid-year to initiate the site evaluation committees.

PARENT AND COMMUNITY INVOLVEMENT (Process Objectives)

1. HAS STAFF SOLICITED INVOLVEMENT OF FAMILY AND COMMUNITY MEMBERS?

GOAL: 3.1 Project staff will solicit the involvement of family and other community members in the educational program and in providing other types of program support.

ACHIEVEMENT CRITERIA: The project manager will summarize efforts made by project coordinators (from weekly reports) and by the educational director and trainers (from site visit and telephone contact) to develop community and parental involvement in memo form to the evaluator. From this evidence the evaluator will make a judgment as to whether the effort appears to be substantial and supported by evidence--if so, the goal is considered met.

FINDINGS: The project manager provided a memo summarizing contacts for the period 7/1/75 through 10/1/75 for use in the mid-year evaluation.

During that period site coordinators reported 91 parent contacts regarding parent meetings, two for child recruiting, 41 for providing volunteer services in the center, one for referral to other agencies, and 54 for miscellaneous purposes. In addition, 32 community persons were identified as contacted.

This appears to the evaluator to represent a substantial effort, supported by weekly coordinator reports, of an attempt to involve parents and other community members in the educational program and for providing other types of program support.

CONCLUSION:

An active effort appears ongoing to solicit the support of parents and other community persons on behalf of the program, meeting the project goal.

2. DOES STAFF REPORT REGULARLY TO PARENT/COMMUNITY MANAGEMENT GROUPS?

GOAL: 3.2 Project staff will provide parent/community advisory groups with the information needed to participate in program decisions by attending and making reports to the board at monthly meetings, and by submission of review of project proposals and of all program evaluation reports.

ACHIEVEMENT CRITERIA: One or more staff members reported as attending every parent/community advisory board meeting, and reports by those staff members occurring regularly on various aspects of program operation (three or four times a year). Evidence from minutes or from covering letters to officers of the parent group concerning submission of evaluation reports and proposal outlines for review.

FINDINGS: Attendance rosters from the minutes of parent/community advisory groups since July, 1975 indicated staff members among those present at each one.

A report to the parents by the trainer, Mrs. Geneva Enriquez, at Connell is reported in the minutes for November 1975. She reviewed the evaluation report and parents reacted to it.

The project manager wrote covering letters which went with the evaluation reports (URRD and Title VII) to the chairpersons of each of the three Parent/Community Advisory Groups and these are on file. A response from the chairperson of the Moses Lake Parent Advisory Committee acknowledging receiving the evaluation and extending her personal praise for the program and the patient teachers who work with the children is on file.

An agenda prepared by the project manager for the meeting held in early December, 1975 for parents to discuss a new proposal being submitted for Title I funding to obtain funds for buildings for the program is on file, together with minutes and roster of those who attended the meeting when the proposal was discussed and approved.

CONCLUSION:

Evidence supporting continued reporting to parent/community advisory groups and consultation with them regarding evaluations and program decisions indicates that this objective is being conscientiously met by project staff.

MATERIALS DEVELOPMENT COMPONENT (Mid-year Progress Report)

GOAL: 4.1 Project Manager publishes translation of DISTAR Language materials in Spanish which have been developed by the program. (Completion by 4/76)

FINDINGS: This goal has been sidetracked because the materials which the program had started to translate are now obsolete. A new edition totally changed for the DISTAR Language program is being published in February, 1976. Staff has been allowed to examine it and many of the changes will make it a more desirable curriculum for bilingual children. One such change is making explicit teacher directions for handling various types of errors children may make--which will be a great help to paraprofessional staff teaching the program. Another is a set of activities given at the start of each lesson which involves the children physically as well as in oral language use. This will be especially helpful to children with a background in another language in understanding the concepts as they use the language. The sequencing is improved.

The project evaluator has been negotiating with SRA, the publishers, for permission to translate and publish these materials for project use. In order to protect their copyright, SRA is requiring that no government funds be used to pay for the translation or any part of its typing or reproduction, so we are seeking private funds to carry this out. (The use of government funds endangers the copyright.) We have also contacted a bilingual professional (master's degree training and beyond who has worked in education in this country and in South America in curriculum development and teacher training). She has indicated a willingness to translate the materials if SRA approves, and a meeting is set up in January with the author of the materials, two editors from SRA, the proposed translator, and the evaluator to see if this arrangement can be firmed up. If so, it is hoped the project may have much of the first level of the revised Language I in use by the end of this program year. The length of the materials will preclude accomplishing this by the original target date of April, however.

CONCLUSION:

Negotiations are underway for permission to translate the new edition (February 1976) of DISTAR Language.

GOAL: 4.2 Project publishes at least six new units of teacher training materials, each unit including (a) a training guide with discussion questions, (b) a guide for trainers to possible answers to discussion questions, (c) observation instrument, (d) checklist with criteria for satisfactory completion of unit.

FINDINGS: The project resource trainer has developed a new orientation training unit covering briefly all curriculum areas as well as reporting responsibilities and other tasks required of teachers. This has been tried out and is in the process of being published. A two-part training series in math has also been developed and is in the process of review.

An observation form for use with teachers in self-analysis of their teaching skills from watching their performance on a video tape has been used at Moses Lake and at the Texas centers. The addition of published guides and checklists is being considered to make these part of the regular training curriculum. These observation forms were originally developed as a type of monitoring tool, rather than complete training units.

CONCLUSION:

The project appears to be on schedule in terms of development of new training materials.

GOAL: 4.3 Project publishes achievement test to go with new handwriting curriculum. (Completion by 10/75)

FINDINGS: The handwriting achievement test was first published in July 1975. It was tried out in the Washington sites, revised, and published in final form in October 1975. The evaluator conducted training for all testing staff at each site, and the test is now in use.

CONCLUSION:

This goal was met, by the date scheduled.

GOAL: 4.4 Project publishes implementation checklist forms (described in Instructional Goal H1.1). (Completion date 6/75)

FINDINGS: This goal was put off (as described earlier) because the staff concurred with a recommendation of a program consultant that the project should develop specific remediation materials for use by teachers which would become part of the process of test-teach-retest-remediate if necessary-retest. These materials have been very time consuming to develop and publish, and staff has had to be trained in their purpose and use and systems developed for handling of the materials. Once these materials are ready, the checklist above mentioned will be developed to include examination of how well the entire process is understood and implemented by teachers and training staff, including the new materials.

CONCLUSION:

Development of this checklist has been delayed to enable the project to develop other materials which it was felt needed to be put into use as a preliminary step. A new target date for development of the checklist that appears realistic now would be by April, 1976.

GOAL: 4.5 Project publishes at least two trainer-training units, one on project curriculum, and one on project teaching procedures, to be used in orienting new training staff. (Completion by 4/76)

FINDINGS: Work has not started on these training units at mid-year.

CONCLUSION:

Target date 4/76. Will be evaluated in end-of-year program evaluation.

GOAL: 4.6 Project will publish cultural heritage test (described in Instructional Objective 1.7). (Completion due date 8/75)

FINDINGS: The project has in the past used a wide variety of cultural heritage materials, some Mexican, some U.S., and a few representing other cultures. A series of "unit tests" for these materials had been developed which were used by the teacher to test mastery of the materials after using any one of the series. No particular order of use of materials was required, leaving this a choice of the individual teacher.

Last spring, however, one of the funding sources necessary to support the school-age part of this program made it a requirement of all programs that if training in the child's cultural background was part of the purpose of the project, that the program must be able to show "significant differences" from a control group not receiving the program. To meet this requirement the project planned to amalgamate the unit tests already in use into a test which could be used project wide as well as be given to another group of children as a control group. This required selecting a sampling of unit test items as it would not have been practical to administer a test with all the test items for all the cultural heritage units the program was using (these numbered approximately 30 and each test had five items).

The evaluator attempted to devise a test that would meet the need above described. The first step was to see which of the many cultural heritage items were in common use throughout the project, as these were the obvious ones for choice in the project-wide test. This revealed that the process of individual teacher choice from a wide variety of cultural heritage units had resulted in almost no overlap common to all sites. One of the Washington sites concentrated almost exclusively on Mexican cultural heritage units. The Texas-mobile sites, on the other hand, utilized almost exclusively the United States cultural heritage units. The other Washington site used a mixture, plus a number that the local staff had invented which were not used at the other sites as they had not been published. There was, in short, no core curriculum for cultural heritage materials around which a project-wide test made any sense.

The educational director makes decisions in these matters and he decided that the project needed at least a core curriculum of materials that would require somewhat similar treatment of aspects of the culture in the United States and Mexico that provided some contrasts. This much material the teachers would be held accountable for. Then they would use on an optional basis the other materials which the project has developed, once again on a teacher choice basis.

Conferences with several staff members to decide on the content of the core curriculum were held in Texas in November, 1975. Jaime Ramiriz, the site coordinator, who is an artist in addition to his many other talents, was recruited to draw picture clues for test items around the cultural heritage subject areas selected for the core curriculum. The project manager developed a course in cultural heritage curriculum development which was accepted by Columbia Basin College as one of the college courses some of our most advanced staff will be taking in the early spring quarter. Some new cultural heritage teaching materials necessary for the revised core curriculum will be developed by staff taking this course for credit.

The evaluator will work on the further development and field testing of the new test materials during January, 1976 on a Texas site visit.

In summary, quite a bit of work has been done by many staff people toward meeting this objective, but the revising of curriculum means that it may take the balance of this program year to get the entire system operational project-wide.

CONCLUSION:

A project decision to revise the cultural heritage curriculum has resulted in a delay in the development of test items related to the changed curriculum. Work is in progress.

GOAL: 4.7 Project will publish dissemination material for newspaper or magazine publication, and for sending to other sites requesting materials. (Completion 4/76)

FINDINGS: The project manager developed two publications about the project--its rationale, approach, and accomplishments--which have been given wide distribution this fall. These have been xeroxed materials for limited distribution.

ERIC Clearing House examined project evaluations and decided these were of sufficient interest to a wide audience that the entire series is evidently to be put on ERIC microfiche for nationwide distribution.

Rafael Guerra, Educational Director, and Rob Robinson, Resource Trainer, went to Dallas in November, 1975 where they were invited to describe the program's educational approach before a national audience attending the National Association for the Education of Young Children.

Louise Gustafson, Project Manager, appeared as a panelist for the Washington Association for the Education of Speaker of Other Languages conference in Seattle, Washington, October 25, 1976. In addition to her presentation she prepared and distributed flyers of information about the project.

Irma Balli (mother of a project child and translator for project program materials) gave a presentation in New York City before the national board of the YWCA (of which she is a member) and distributed about 200 two-page program descriptors specially prepared for this presentation by the evaluator.

CONCLUSION:

The project staff has been active in preparing and presenting materials to share project information through personal appearances as well as through published materials. Thus far, the dissemination has been through publications by the program rather than in newspapers or magazines.

MANAGEMENT COMPONENT

1. HOW WELL IS THE PROGRAM ABLE TO FOLLOW CHILDREN AS THEY MOVE?

GOAL: 5.1 Each teacher who relocates north in the mobile component will provide continuing educational services to at least five children (on the average) who were enrolled in the Texas home base program.

ACHIEVEMENT CRITERIA: The total number of children enrolled in northern locations, who had been enrolled the previous winter in Texas, divided by the number of paraprofessional migrant teachers the program is able to move north, must come to an average of five or more children per teacher.

FINDINGS: The program was able to move nine teachers north from La Grulla this past season, one to Illinois and the other eight to Washington State.

These teachers served 65 children who have been enrolled earlier in Texas, which is an average per teacher of just over seven children, which meets the project goal.

In addition to the 65 children mentioned above, teachers served 21 additional children who were first enrolled duri the northern phase. Although many of these children are from La Grulla and will continue in the program, they do not count in the "continuity" figure given above because a child must have been served in two different locations before the project claims to have added "continuity" in hi education.

CONCLUSION:

The project met its goal in providing continuing educational services to La Grulla children in northern locations during the 1974 work season.

2. HOW WELL HAS THE PROJECT COORDINATED WITH OTHER EDUCATIONAL AGENCIES IN HOST COMMUNITIES?

GOAL: 5.2 The program manager, educational director, or site coordinator will coordinate services with educational agencies in each host community.

ACHIEVEMENT CRITERIA: The goal has been met if there is coordinative contact with educational agencies (either public school or preschool) in each host community.

FINDINGS: The project evaluation published summer of 1975 detai the type of cooperative arrangement worked out with all of the mobile sites in which the program operated during the 1975 work season. These included Pasco, WA; Prosser WA; Walla Walla, WA; Mabton, WA; Lynden, WA; Hoopeston, IL. No new sites were initiated during the fall so this information is not repeated.

To summarize the findings earlier reported:

1. Coordination with other educational agencies providi services to either school-age or preschool age child took place at every site.

2. All of the public school personnel contacted were ve supportive of the concept of following children from one location to another with supplementary tutoring, have been impressed by our curriculum and the profes sional skills of our paraprofessional migrant teache and have provided released time to facilitate the pr gram when asked.

The project manager submitted to the evaluator a summary of contacts with school personnel at all sites made duri the fall months of 1975. These confirm a close working relationship with other educational agencies with which program overlaps. It also indicates that in addition t the three persons named in the objective as responsible for coordinative contact, that the project resource trainers have taken on much of this function. As these persons are the most expert in our program in the actua functioning of the curriculum and the staff training an performance standards, this appears to be a logical mov to have them explaining the program.

CONCLUSION:

The evidence is plentiful that the project makes great effort to work closely with other educational agencies in every community in which it operates.

3. HOW WELL HAS THE PROGRAM MONITORED FAR-FLUNG PROJECT OPERATIONS?

GOAL: 5.3 The program manager and evaluator will monitor far-
flung project operations through weekly mail, phone, or
site visit contact with each teacher, trainer, and the
educational director or site coordinator at each operat
site.

ACHIEVEMENT CRITERIA: The goal is considered met if there are
check-in reports or notations of phone or site visit
contact for at least 80% of the weeks of project operat

FINDINGS: A telephone log prepared by the Program Manager ind
cates weekly phone contact with all sites in the period
July through October, except during weeks of official v
tion (and including many phone contacts during those we

Check-in charts maintained for receipt of required repo
from all teachers, trainers, and resource trainers indi
cate that full reporting of all attendance, curriculum
progress, and training information has been sent to the
evaluator on a weekly basis.

Evaluator Comments: The only way in which a project su
as this can monitor its operations is through planned m
and phone contacts, to supplement the site visits. A
feature of this type of monitoring is setting up the cu
riculum in such a way that it can be tracked and report
In addition to having a tracking system, there is an au
matic system of checking child progress through indepen
achievement testing. We check teacher training progres
through our resource trainers. The repeated evaluation
which touch virtually all aspects of program operation
enables the staff to have summary reports on any part
the program that is not working as planned so that cor
tive action can be taken. It is the opinion of projec
personnel that a program such as this could not operat
effectively without this type of built-in contact and
monitoring system.

CONCLUSION:

The project monitoring system appears to be working fu
with all personnel submitting information and keeping
touch with all sites as specified in the project goal.

4. HAS THE PROJECT DEVELOPED COST ANALYSIS DATA?

GOAL: 5.4 The project manager, or other staff or consultants
assigned to develop these data, will design and impleme
a system for cost analysis.

ACHIEVEMENT CRITERIA: The system will include resource speci
cations concerning needed start-up costs, operational a
management costs for the various component parts of th
project, in a manner that would enable potential adopt
who may be interested in only part of the program (e.g
full-day preschool, or just part-day preschool, or jus
part of the curriculum) to evaluate potential costs.
addition it will relate costs to such project componen
as materials development, extra costs incurred because
part of the service is in a relocating delivery system
the cost of comprehensive evaluation, if such costs ca
be sensibly broken out. In general, the system will
follow guidelines set out in pages 40-45 of "Sharing E
cational Success" Handbook for Validation of Education
Practices published by USOE. Publication of data will
constitute achievement of the project goal.

Target date for system to be developed and operational
by April 30, 1976.

FINDINGS: As noted above, the target date for having this co
analysis system in operation is not until April, 1976.
will therefore be evaluated in the end-of-year report

The project manager is taking the responsibility for
carrying out this objective. She has sent some preli
cost data sheets to the evaluator. She has also indi
that she is using time allocation reports from staff
as the resource trainers and evaluator, who work on d
ment of materials, to attempt to divide up the time a
cost of materials development from their other respon
bilities. She is doing similar time use breakdowns f
educational director and project manager, since all o
positions relate to several different project functio

CONCLUSION:

Work has been initiated toward working out a system o
cost analysis. The objective, therefore, seems to be
on schedule at mid-year.

SUMMARY OF ACHIEVEMENT OF PROJECT OBJECTIVES

	Exceeded	Met	Partially Met	Not Met	To be Reported End-of-Year
INSTRUCTIONAL COMPONENT					
Outcome Objectives:					
1. Learning preschool concepts	X	X			
2. Spanish dominant children learn more Spanish	X	X			
3. Spanish dominant children learn English	X	X			
4. Learning math concepts	X	X			
5. Learning reading (English)	X	X			
6. Learning handwriting	X	X			
7. Learning cultural heritage					X
8. Mobile project students achieve higher math and reading than control group	X	X			
Process Objectives:					
1. Use of instructional model					X
2. Using program's curriculum			X		
3. Using instructional procedures			X		
STAFF DEVELOPMENT COMPONENT					
Outcome Objectives:					
1. Mastery of in-service units	X	X			
2. Continuing academic training		X			X
Process Objectives:					
1. Pace of training kept up	X	X			
2. Help staff continue academic training		X			

	Exceeded	Met	Partially Met	Not Met	To be Reported End-of-Year
PARENT/COMMUNITY INVOLVEMENT					
Outcome Objectives:					
1. Participation in educational program			X		X
2. Participate in program management		X			X
3. Contribute general support			X		X
4. Participate in program evaluation					X
Process Objectives:					
1. Staff solicit involvement of parents and community		X			
2. Staff report to advisory groups		X			
MATERIALS DEVELOPMENT					
1. Translate and publish DISTAR Language I in Spanish			(In progress)		X
2. Develop and publish 6 new units of in-service training			(In progress)		X
3. Publish achievement test for handwriting curriculum		X			
4. Publish implementation checklist					X
5. Publish trainer-training units					X
6. Publish cultural heritage test			(In progress)		X
7. Publish dissemination materials		X			
MANAGEMENT COMPONENT					
1. Maintain continuity of enrollment in mobile component	X	X			

	Exceeded	Met	Partially Met	Not Met	To be Reported End-of-Year
2. Make coordinative contacts at host sites		X			
3. Maintain project monitoring system		X			
4. Develop system for cost analysis reporting			(In progress)		X